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COURSE BROCHURE

Writing Learning Objectives and Outcomes Training Course

30 May – 3 June 2027
Cairo

Writing Learning Objectives and Outcomes Training Course

Ref: 1386_51882 **Date:** 30 May – 3 June 2027 **Location:** Cairo **Fees:** 3500 GBP

Writing Learning Objectives and Outcomes is a 1-week training course for instructional designers, trainers and curriculum developers who need every module to state precisely what learners will be able to do, and each participant builds an objectives alignment matrix for a course they own. Sponsors increasingly ask learning teams to prove impact, and vague aims such as appreciate or be aware of make that impossible. Jupiter Prime Training runs Writing Learning Objectives and Outcomes for designers.

Why Writing Learning Objectives and Outcomes Matters Now

Three pressures meet here. Business sponsors want training tied to job performance and expect objectives they can recognise in daily work. Assessors and quality reviewers need statements specific enough to judge evidence against. Learners scan objectives to judge whether a module deserves their time. Teams writing observable, measurable statements can align activities and evaluation; loose aims produce content that drifts. The course draws on the revised Bloom's taxonomy of cognitive levels and the Audience, Behaviour, Condition, Degree ABCD format for structuring each statement.

Who Gains Most from Writing Learning Objectives and Outcomes

- Designers who turn performance gaps into module and lesson aims
- Trainers who adapt or localise existing course outlines
- Curriculum developers who build qualification or academy pathways
- Specialists who map roles to competency frameworks
- Reviewers who sign off course outlines before development starts

A learning academy or curriculum unit gains most when designers and reviewers attend together and agree one house style for objective statements.

Writing Learning Objectives and Outcomes Capabilities

Participants leave able to turn a fuzzy request into precise, testable statements and to trace each one through activities and evidence.

- Specify objectives with audience, observable behaviour, condition and degree — assessors
- Calibrate verbs to the right cognitive level using the revised Bloom's taxonomy — curriculum reviewers
- Build outcome hierarchies from pathway aims down to lesson objectives — academy leads
- Map objectives to role competencies and proficiency levels — workforce planners
- Align each objective with a learning activity and an assessment method — designers and trainers
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Assess draft objectives for clarity, measurability and scope with a review rubric — quality reviewers

Key Writing Learning Objectives and Outcomes Terms

- Learning objective — a statement of what a learner will be able to do at the end of a lesson or module.
- Learning outcome — the broader capability a learner demonstrates after a course or pathway, often spanning several objectives.
- ABCD format — a structure naming the Audience, the observable Behaviour, the Condition of performance and the Degree of acceptable standard.
- Revised Bloom's taxonomy — a hierarchy of cognitive processes from remembering to creating, used to pitch objectives at the right level.
- Constructive alignment — designing objectives, activities and assessments so each one directly supports the others.
- Competency map — a matrix linking job roles to required competencies, proficiency levels and the objectives that build them.

Writing Learning Objectives and Outcomes Day by Day

Day 1: Why Objectives Shape Every Design Choice

- Performance Gap Statements — Separating Training Needs from Other Causes
- Aims, Outcomes and Objectives Distinguished — Choosing the Right Level
- Common Faults in Existing Course Outlines — Vague and Untestable Verbs
- Stakeholder Expectations of Objectives — Sponsors, Assessors and Learners
- House Style Guide for Objective Statements — Consistency Across Courses

Day 2: Structuring Measurable Statements

- ABCD Format Construction — Audience, Behaviour, Condition and Degree
- Observable Action Verbs — Replacing Understand, Know and Appreciate
- Condition and Standard Writing — Realistic Workplace Performance Criteria
- Revised Bloom's Taxonomy Levels — Pitching Cognitive Demand Correctly
- Affective and Psychomotor Objectives — Attitudes and Hands-On Skills

Day 3: Outcome Hierarchies and Competency Mapping

- Outcome Hierarchy Trees — From Pathway Aim to Lesson Objective
- Enabling and Terminal Objectives — Sequencing Prerequisite Skills
- Competency Framework Mapping — Linking Roles to Proficiency Levels
- Pathway Coverage Matrix — Spotting Gaps and Overlaps Across Modules
- Objective Counts per Session — Scope Matched to Available Time

Day 4: Aligning Activities and Evidence

- Constructive Alignment Principles — Objective, Activity and Evidence Fit
- Activity Selection by Cognitive Level — Practice That Matches the Verb
- Evidence Methods per Objective Type — Observation, Product or Questioning
- Evaluation Links to Business Measures — Sponsor-Facing Outcome Statements
- Objective Review Rubric — Clarity, Measurability and Scope Scoring

Day 5: Practising the Objectives Alignment Matrix

- Rewrite of a Live Course Outline — Applying Day 2 Structures
- Hierarchy and Competency Map for a Pathway — Applying Day 3 Methods
- Peer Rubric Review of Draft Statements — Applying Day 4 Criteria
- Sponsor Briefing on Revised Outcomes — Securing Agreement on Intent
- Objectives Alignment Matrix — Statements, Activities, Evidence and Competencies

Applying Writing Learning Objectives and Outcomes After the Course

- Audit the objectives of one high-enrolment course against the review rubric and rewrite every statement that fails.
- Introduce the house style guide and alignment matrix as required inputs for all new course outlines.

Writing Learning Objectives and Outcomes Questions FAQ

What is writing learning objectives and outcomes, and why does it matter now?

It is the practice of stating precisely what learners will be able to do and how that will be shown. It matters now because sponsors expect evidence of impact, which depends on clear, measurable statements from the start.

Which roles gain most from writing learning objectives and outcomes?

Instructional designers, trainers and curriculum developers gain most. Competency specialists and reviewers who approve outlines also benefit from a shared rubric.

How does writing learning objectives and outcomes differ from a general instructional design course?

A general instructional design course covers the full build from analysis to evaluation. This one goes deep on a single foundation: the wording, level and alignment of objectives and outcomes that every later design choice depends on.

What do you bring back from writing learning objectives and outcomes?

You bring back an alignment matrix for a real course, linking each rewritten objective to its activity, evidence method and competency, plus a house style guide and review rubric.

Writing Learning Objectives and Outcomes: The Way Forward

The objectives alignment matrix first decides whether an existing course outline is fit to develop or needs reshaping. Designers build from it, assessors draw evidence methods from it and sponsors see their performance goals in it. After its first use, revisit the competency links, because a nursing induction pathway and a retail supervisor course weigh skills and attitudes very differently.