Xarxa Vives
d'universitats

**INTERUNIVERSITY
STYLE GUIDE FOR
WRITING
COURSE GUIDES
IN ENGLISH**

**MANUAL D'ESTIL
INTERUNIVERSITARI
PER A LA REDACCIÓ DE
GUIES DOCENTS
EN ANGLÈS**

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1. Introduction

A course guide describes a subject taught on a degree programme. Depending on the university, or even the faculty or programme, it may provide a general overview of the subject or take an in-depth look at the ground to be covered by the students. It often includes information such as the course code, prerequisites, learning objectives, learning outcomes, methodology, types of classes, the assessment system and practical information such as office hours for lecturers, reading lists and the study load/ECTS credits to be earned, in addition to focusing on the competences to be acquired by students, which are crucial to help guide them and direct their learning and study. It should cover every aspect of the learning students must acquire and the assessment activities they must complete in order to pass the subject.

The present style guide is designed principally for lecturers at the various Catalan universities tasked with preparing these guides for their students in English. However, it may also be useful for course coordinators, language services, freelance translators and exchange or Erasmus students. Course guides in English are intended principally for international and Erasmus students, but may also be useful for other members of teaching staff and course coordinators, prospective institutions who need to know what students will be or have been studying and quality assurance agencies such as AQU Catalunya and ANECA.

Course guides should be written from the perspective of lecturers, in their capacity as teachers of the subjects in question. As experts in their field who have teaching experience, they establish which competences their students need to develop in order to complete the assessment activities, how they will structure their classes over the course of the semester or academic year and what knowledge they expect their students to acquire. Ideally, the English version of course guides will be based directly on their Catalan or Spanish counterparts, and translated from them to ensure no content is left out or missed by any student taking the subject.

The best way to ensure consistency across all language versions of the course guides would be to create a template or guide for writing them and establish some criteria for their structure, format and length. Some universities in Catalonia provide abridged or shortened versions but ultimately there is no standard format to these documents produced by Catalan universities. The project (mention Catalan project here) defined criteria for standardising course guides written in Catalan.

In this guide we provide context and definitions of competences, learning objectives and learning outcomes, as well as practical advice on how to write and present them. We also offer guidance on how to write and present course content and other important aspects of course guides.

Different universities use different terms for certain central concepts. First and foremost, the *guia docent* (or *pla docent*) may be called a course guide, a course plan or a teaching plan. The term competències might be translated as either competences or *competencies*, as discussed in Section 2. The *objectius d'aprenentatge* and *resultats d'aprenentatge* are the learning objectives and learning outcomes. The *continguts* of a course (see Section 4) may be referred to as content, contents or topics. *Subject* and *course* are used interchangeably.

This guide recognises all of these terms as valid options, but we have chosen to use *course guide*, *competences* and *contents* for the sake of consistency.

2. Competences, learning objectives and learning outcomes: context and definitions

A key part of any course guide is the section (or sections) providing a breakdown of what students will learn – or learn to do – and this may be termed *learning objectives, learning outcomes, competences*, or other ways besides. Of course, these terms have various possible meanings and connotations, and there is a notable lack of consistency in the way they are used at different universities. The same concept (the knowledge, understanding or abilities that are targeted) may be classified in course guides under varying headers; sometimes this area is separated into two sections – for instance, competences and learning outcomes – but other times there is just one.

One of the causes of this situation is the Bologna Process and its framework of qualifications for the European Higher Education Area,[1] which called for "generic descriptors for each cycle based on learning outcomes and competences". Although there has surely been progress towards the goal of making higher education systems across Europe more comparable, discrepancies still exist in the way different institutions and countries interpret and use terms such *as learning objectives, learning outcomes, competences* and *competencies*.

Some universities may have set criteria for this part of their course guides; all the same, the lecturers who write the course guides will exercise any liberty given to choose whichever terms they feel best suit their purposes. So, while the approach to writing or translating these sections should remain consistent within the same programme of study (at the very least), differences between universities – and even between departments or faculties in any given university – seem inevitable.

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[1]https://www.ehea.info/media.ehea.info/file/WG_Frameworks_qualification/85/2/Framework_qualificationsforEHEA-May2005_587852.pdf

Competences

The concept of competences has become a focus within higher education relatively recently, particularly since the turn of the 21st century, the introduction of the Bologna Process and the idea that education should lead to employability. In 2005, AQU Catalunya published an overview of competences in the context of course guides and the EHEA (see the annex of Eines per a l'adaptació dels ensenyaments a l'EEES), highlighting the requirement for two types: *competències genèriques* and *competències específiques*. Since then, competences have become an established part of course guides, in which we often see categories such as those in the table below.

Catalan	Recommended English translations
competències bàsiques	basic competences
competències generals	general competences
competències genèriques	generic competences
competències transversals	interdisciplinary competences
	cross-disciplinary competences
	cross-curricular competences
competències específiques	specific competences

Basic, general and interdisciplinary or cross-disciplinary competences are expected of students across all programmes of the same level, and students must have acquired them by the time they graduate, although it is quite likely that they will have already developed them to some extent before beginning the course.

These types of competences describe wide-ranging abilities that can be applied in a variety of situations, such as communication skills, the ability to search for and locate information and the ability to learn independently. They are often expressed in a full

form that does not depend on an introductory phrase. Therefore, unlike learning objectives, which you may express as a list of verb phrases following an introductory phrase (see Section 3), they can also be expressed as noun phrases that stand alone from the rest of the text.

Independent learning
The ability to choose the best approach to extending one's knowledge and to learn new methods and technologies.

Teamwork
The ability to work in a team, whether as a member or as a leader, with the aim of contributing to projects pragmatically and responsibly and making commitments in view of the resources available.

Foreign language
Knowledge of a foreign language at an oral and written level that is consistent with graduates' future needs.

Reasoning
The ability to think critically, logically and mathematically. A capacity for abstraction, analysis, synthesis and evaluation.

In contrast, specific competences have a narrower scope, usually relating only to the course in question, so students will probably not have developed them before beginning the course. In this sense, specific competences are comparable to learning outcomes.

Competences, competencies or skills?

The difference between competences and competencies is perhaps marginal (some people may not see any difference), but it is worth discussing. According to McMullan et al.,[2] competences – "an action, behaviour or outcome that a person should demonstrate in their performance" – are job-related, while competencies – "underlying characteristics

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[2]McMullan et al (2003). https://onlinelibrary.wiley.com/doi/epdf/10.1046/j.1365-2648.2003.02528.x

and qualities that lead to an effective and/or superior performance in a job" – are person-oriented. For further insights, see Kennedy, Hyland & Ryan.[3]

In the context of this guide, we use competences for the sake of consistency, but the recommendations apply to both equally.

As regards skills, most definitions will show them to be very similar in nature to competences; indeed, they too may be classed as "general" and "subject-specific", as per the glossary produced by the Competencies in Education and Recognition Project.[4] However, the same glossary also lists various types of skills as being components – alongside others such as knowledge, understanding and values – that make up competences. In like manner, skills sit beside knowledge and understanding as the key elements in the Dublin Descriptors, recommended by the Qualifications Framework of the European Higher Education Area to describe the learning objectives or competences expected of students once they have completed first, second and third cycle degrees. As such, it is reasonable to consider skills as a subset within competences, rather than a synonym.

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[3]https://www.researchgate.net/publication/
285264101_Learning_outcomes_and_competencies

[4]http://tuningacademy.org/wp-content/uploads/2014/02/A-Guide-to-Formulating-DPP_EN.pdf

Learning objectives and learning outcomes

These terms are often used interchangeably because they both relate to the teaching and learning that is expected to take place in the classroom. However, although closely connected, they are different. Learning objectives generally describe the aims of an instructor, programme or institution whereas learning outcomes describe, in observable and measurable terms, what a student is able to do as a result of completing a learning experience (e.g. a course, project or unit). So objectives are generally written from the instructor's point of view while outcomes are written from the student's. Likewise, objectives tend to focus on the purpose of the activity (expressed in the future tense), while outcomes focus on the observable result (expressed in the present).

Learning objectives describe the particular knowledge, skills and abilities that a teacher intends students to learn.

> e.g. This subject will give students an understanding of the historical origins of art history.

Learning outcomes, as mentioned previously, are similar to specific competences. They are a detailed description of what students should be able to do once they have completed a course. In this sense, they often tie in with course assessment.

> e.g. Students are able to identify and summarise the historical origins of art history.

Effective learning outcomes are student-centred, measurable, concise, meaningful and achievable, and, as such, are the basis of learning and assessment. When writing outcomes, use specific verbs that describe observable actions and the types of task that students will perform when they are assessed. Such verbs help teachers and students avoid misinterpretation.

In order to support the competences gained by students, learning outcomes can be described in greater detail as the basis of both learning and assessment.

3. Writing competences, learning objectives and learning outcomes

The most appropriate way to present the competences, learning objectives and learning outcomes discussed in Section 2 is in the form of lists. When writing lists, bear in mind the following points:

- Write a clear heading and/or a short introductory phrase.

- Ensure that every item on the list is grammatically connected to the heading or the introductory phrase.

- Give every item on the list the same grammatical structure (parallelism). Different lists may have different grammatical structures.

- Be consistent with punctuation. If the phrase introducing the list is a complete sentence, close it with a colon and then give each item on the list sentence-style punctuation (initial capital letter and final full stop). If the phrase introducing the list is a sentence fragment, do not close it with a colon, lowercase the first letter of each item and finish each item with a comma or semicolon (except the last, which you should finish with a full stop).

For examples of these features of lists, see the list above and the lists below.

Competences

Competences, like learning objectives and outcomes, can be expressed as lists with various grammatical forms. For example:

Introductory phrase + infinitive

Some alternatives are given on the following page.

Competences	Competences
Students must	Students must be able to
- be able to explain how the economy works, - know how to use the basic tools for explaining business reality, - understand how the public sector operates.	- explain how the economy works, - use the basic tools for explaining business reality, - describe how the public sector operates.

In the examples above, note that your choice of introductory phrase is conditioned by the verbs you wish to use. The verb *can* or *to be able* refers to an ability to do something and, therefore, can only be used with dynamic verbs (verbs that express actions) not stative verbs like *understand* or *know* (verbs that express states).

Another option is to use lists of noun phrases. Note that the gerund form (*-ing*) functions as a noun and therefore can be used in a list of nouns without breaking the parallelism.

Noun phrases

Competences

- Learning to learn
- Complex problem solving
- Teamwork
- Public speaking
- Report writing
- Critical, logical and creative thinking

Learning objectives

Learning objectives are short statements, determined by lecturers and written from their point of view, which specify what they expect students to gain from a particular subject. They can be written from the students' point of view but, if they are, they become almost indistinguishable from learning outcomes. Precisely for this reason, they are sometimes omitted from course guides (for example, at the Universitat Rovira i Virgili).

Generally speaking, you should express learning objectives in one of two ways: the heading Objectives followed by a bulleted list of infinitive phrases; or the heading Objectives followed by an introductory phrase and then a bulleted list of infinitive phrases. For example, consider the following alternatives.

Objectives

- To describe how living beings are organised into cells and organisms.
- To classify living beings into five kingdoms.
- To explain the functions of biomolecules.

Objectives

This subject will enable students to

- describe how living beings are organised into cells and organisms,
- classify living beings into five kingdoms,
- explain the functions of biomolecules.

Note that both lists are parallel: every item has the same grammatical structure. In the first case full infinitives link back to the heading; in the second case, bare infinitives link back to the introductory phrase. Note also that the introductory phrase makes the second list more explicitly teacher-centred.

Learning outcomes

Learning outcomes describe what students must have learnt or be able to do in order to pass a subject. They should be expressed with dynamic verbs (*explain, define, identify, analyse, recognise*, etc.) that specify what students can do rather than stative verbs (*know, be, have*, etc.), which are vaguer and more imprecise because they describe states, and are grammatically incompatible with introductory phrases containing the verb *can* or *be able to*. The verbs must show evidence of knowledge, comprehension, application of knowledge, analysis, synthesis, creativity and evaluation. For an extensive list of such verbs, see the appendix.

For example, consider the following alternatives:

Learning outcomes

Students are able to explain the main theories of biological and cognitive development.

Students can analyse the behaviour of adolescents in terms of the theories studied.

Students can create a positive learning environment suited to the needs of adolescents.

Learning outcomes

Students can

- explain the main theories of biological and cognitive development,
- analyse the behaviour of adolescents in terms of the theories studied,
- create a positive learning environment suited to the needs of adolescents.

Like the lists for learning objectives, both of the lists above are parallel. The items in the first list are all full sentences, while the items in the second list are all bare infinitives that link back to the introductory phrase.

4. Writing course contents

This section offers practical advice about how to write the part of the course guide that is typically referred to as the *content*, *contents* or *topics* section: the section that organises the course into topics (*temes* or *blocs temàtics*, in Catalan) and subdivides each topic into a list of items. Aim to make all presentations of topics and lists of items as cohesive, concise and clear as possible.

Be cohesive by maintaining the hierarchy established between the title or heading of the topic (known as the *topic head*) and the list below it. In other words, any information relevant to all the items in the list should be included in the head; do not allow any item to take precedence over the head in this respect. The following text shows what happens when you fail to do this: item (2) relies on (1) to explain its meaning (what ADR stands for), "Harvard's" in (3) can only be fully understood by reading (2), and "the first and the last steps" in (5) depends on the information in (4).

Out-of-court settlements

1 Introduction to alternative dispute resolution (ADR)

2 ADR using Harvard Law School methods

3 Harvard's collaborative negotiation techniques

4 The seven steps in the negotiation process

5 The importance of the first and last steps

The text would be more cohesively written by putting "ADR" in the head and by making the language in each item independent from the language in all the others.

Out-of-court settlements and alternative dispute resolution (ADR)

1 Introduction to ADR

2 ADR using Harvard Law School methods

3 Harvard Law School's collaborative negotiation techniques

4 The seven steps in the negotiation process

5 The importance of the first and last steps in negotiation

Making the head play a more active role in explaining the items under it also helps you to be more concise. For example, the list below contains several unnecessary words.

Neuropsychological evaluation

1 Introduction to evaluation

2 Attention disorders

3 Memory disorders

4 Child neuropsychological evaluation

5 Adult neuropsychological evaluation

6 Neuropsychological rehabilitation

By exploiting the information in the head, you can make the text more concise.

Neuropsychological evaluation

1 Introduction

2 Attention disorders

3 Memory disorders

4 Children

5 Adults

6 Rehabilitation

Freeing up space is also important when lists contain complex terminology that your text needs to frame as clearly as possible. The list below contains unnecessary words in (1) and (1.1), as well as clumsy and confusing elements like the long phrases in (1.1) and (1.2) and the abbreviation "2D" placed right after the number in (2). Also, (2.1) (2.2) and (2.3) omit the names of the equation types, making these difficult to identify for readers unfamiliar with the subject.

Heat transfer to nozzle and combustor walls

1 General considerations of heat transfer to nozzle and combustor walls

1.1 Effects of heat transfer to nozzle and combustor walls: reducing performance and obstructing the design of hot-side structures required to withstand heat fluxes in the 107–108 w/m2 range

1.2 Contrasting the principle modes of heat transfer to nozzle and combustor walls: convection and radiation

2 2D boundary layer equations to calculate wall heat transfer in convection

2.1 $\dfrac{\partial(\rho u)}{\partial x}+\dfrac{\partial(\rho v)}{\partial y}=0$

2.2 $\rho u\dfrac{\partial u}{\partial x}+\rho v\dfrac{\partial u}{\partial y}+\dfrac{\partial p}{\partial x}=\dfrac{\partial \tau xy}{\partial y}=\dfrac{\partial}{\partial y}\left(\mu\dfrac{\partial u}{\partial y}\right)$

2.3 $\dfrac{\partial P}{\partial y}=0$

All these problems could be solved by clearer writing at a general rather than a technical level and not repeating information included in the head.

Heat transfer to nozzle and combustor walls

1 General considerations

1.1 Negative effects on performance and the design of hot-sides for heat fluxes in the 107–108 w/m^2 range

1.2 Convection versus radiation

2 Two-dimensional boundary layer equations to calculate convective heat transfer

2.1 Continuity equation

2.2 X-momentum equation

2.3 Y-momentum equation

Finally, cohesion, concision and clarity can also be gained by joining phrases. When you translate compound titles that contain a very long first phrase, for example, consider whether to reduce the structure to a single phrase. For instance, titles such as

Psicologia del treball i de les organitzacions: marc teòric

Els drets i deures de la persona treballadora: aspectes generals

Sistemes de planificació i gestió dels recursos humans: una perspectiva psicològica

might be effectively rendered as

A theoretical framework for industrial and organisational psychology

General aspects of employees' rights and responsibilities

A psychological approach to human resource planning and management systems

This can also be appropriate for titles with two phrases of a similar length.

La jurisdicció social: principis bàsics del procés social

Basic principles of labour court procedure

5. Writing other sections

Types of assessment

Make clear and specific reference to the type of assessment in place for the subject (continuous assessment; online assessment; exam-based assessment; written exam; oral exam, etc.). We also recommend that you take into account the objectives, competences and learning outcomes indicated in the course guide, and ensure that your assessment is relevant to this content.

Grading scheme

The grading scheme of a course guide pertains to the ambit of assessment. For universities in the Xarxa Vives d'Universitats, Catalan academic grades are translated thus:

Aprovat/ada	Pass
Notable	Good Pass
Excel·lent	Excellent
Matrícula d'honor	Distinction
Suspens	Fail
Apte/a	Satisfactory / Unsatisfactory
No presentat/ada	Withdrawal

Marks and grades

Marks are awarded for individual assessment tasks within a subject; grades are awarded for the entire subject.

Percentages

In course guides, percentages should be indicated numerically, with the per cent sign closed up to the number (e.g. 75%), as stated in Section 4.5.4 of the Interuniversity Style Guide for Writing Institutional Texts in English.

Examen parcial

Use the term mid-semester exam or mid-term exam.

Examen and *prova*

Both of these terms can be translated as exam. However, if the assessment task is a multiple-choice exercise, this should be called a multiple-choice test.

Types of class

Types of class are determined by the nature of the subject and, ultimately, by the degree itself. These may include lecture (*classe magistral / classe de teoria*), *practicals*, *laboratory sessions*, *seminars* and *group/individual tutorials*.

Additionally, particularly as attendance-based classes are no longer always the main modality, you should ensure that the attendance characteristic of the class (attendance-based, virtual/online, hybrid, etc.) is made clear in the course guide. For example, "All classes for this subject will be fully attendance-based, except for group tutorials, which will take place online".

Although not strictly a class type, if your subject offers any form of internship or placement (*pràctiques acadèmiques*, *pràctiques externes* or *pràctiques en empreses*), include this clearly in the course guide (within a separate section titled "Placements") and indicate any specific details that are relevant to this. Use the correct terminology to identify the specific type of placement in question, as established by your university.

ECTS credits

All degree subjects are given a credit weighting with reference to the European Credit Transfer and Accumulation System (ECTS). Subject credit weighting should be indicated numerically, followed by *ECTS credits*. For example: Victorian Literature (10 ECTS credits). The form *ECTS*, by itself, should not be used.

Language of instruction

A subject's language of instruction is dependent on factors such as the nature of the subject itself. Subjects in philology or translation studies are usually given in the language of the subject, e.g., Mediaeval French Poetry (probably taught in French); Intermediate Chinese (probably taught in Chinese). The course guide should make the language of instruction explicitly clear. For example: "This course will be taught entirely in Catalan. / This course will be taught entirely in Spanish. / This course will be taught entirely in English."

In accordance with the language policy at your university, it is advisable to add a note on the language of class participation: "Contributions to class discussion will be welcomed in either Catalan or Spanish (or English, etc.)".

We will also speculate on the real need for having the course guides in English if, for example, the programme in question is not taught in English.***

Bibliography

Format the course bibliography (and any other bibliographical references given at any other point in the course guide) or reading list in strict accordance with the bibliographical tradition of your general subject area (e.g., MLA for the humanities; APA for the social sciences, etc.).

This will also serve as a model for students' own work.

6. Solving particular problems

This part offers practical advice on how to deal with some of the language issues that arise when you are writing course guides or translating them from Catalan.

Student-centred or teacher-centred

Unlike the curriculum, the course guide is designed to be a public document that is chiefly directed to students. For this reason, you need to make the students the subject of your text, not the teacher. Therefore, in full sentences describing the course content, not

*The teacher introduces the students to data processing.

*The teacher explains the working principles of geographical information systems.

but

Students acquire basic data processing skills.

Students gain an understanding of geographical information systems.

Also do this in abbreviated lists of learning objectives or outcomes, where the subject may not be not visible but is implied. Therefore, not

*Provide tools designed for 3D mapping.

*Promote the importance of teamwork.

*Encourage students to take a gender perspective.

but

Use tools designed for 3D mapping.

Demonstrate teamwork skills.

Apply a gender perspective.

The second of the two lists above is preferable to the first because the implied subject is "students", not "lecturers".

Present or future tense

In the short phrases that introduce vertical lists of learning objectives, you may decide to use the future with *will*.

By the end of the course, students will be able to

- use SPSS Statistics for MS Windows to analyse different data,
- apply a quantitative approach to data associated with safety and security,
- conduct a research project that uses data adequately and honestly.

However, in any section where you describe the content of the whole course or of one of its topics in more general detail, use the present simple.

In this course, students write a placement report using the templates and guidelines provided by the Faculty.

In this part of the course, students use the software package SPSS Statistics for Windows to perform interactive or batched statistical analysis. Specifically, they learn to use the SPSS 'Transform' command to compute new variables from existing ones.

The student or *students*

Generally speaking, use the plural *students*.

Students should buy all the books on the reading list by the second week of classes.

In the second semester, students will be required to submit a ten-page report.

However, in moments when you want to emphasise the individual nature of the learning, such as in course guides that describe the end-of-degree project, use the singular.

> Each student will be asked to prepare an outline of the second assignment, which must be presented to the rest of the class.

In this case, if you need to refer to an individual student of indeterminate gender using pronouns, you may use the expressions *he or she*, *him or her* or *his or her*.

> The student will present his or her assignment to the rest of the class.

Alternatively, you can refer to an individual student of indeterminate gender using the pronouns *they*, *them* and *their* to make the text more concise.

Therefore, not

> *The student will present his or her assignment to the rest of the class. When he or she has finished, the rest of the class will have twenty minutes to ask him or her questions about anything that seemed unclear.

but

> The student will present their assignment to the rest of the class. When they have finished, the rest of the class will have twenty minutes to ask them questions about anything that seemed unclear.

Stative and dynamic verbs

As explained in other sections of this guide, when you describe the learning objectives and learning outcomes of your course use dynamic verbs rather than stative verbs: in other words, use verbs that describe the objective in question as a specific, observable and therefore measurable action, like *explain, classify, define, analyse or discuss*, rather than as a general state or condition that cannot be easily evaluated, like *know, understand, have experience of* or *be familiar with*. Therefore, not

*Objectives

*To understand the system regulating public safety.

*To be familiar with good practices in policing.

*To know the history of interagency collaboration.

but

Objectives

To explain the system regulating public safety.

To identify good practices in policing.

To discuss the history of interagency collaboration.

This may also be important when you are translating from Catalan, which may use stative verbs to list learning objectives related to knowledge and understanding.

Comprendre la relació entre l'aigua i els efectes externs.

Conèixer els conceptes fonamentals del màrqueting.

Familiaritzar-se amb les tècniques bàsiques de l'anàlisi biològica.

In these cases, find a dynamic verb that suits the learning activity being described.

To explain the relationship between water and its external effects.

To describe the basic principles of marketing.

To identify the basic techniques used in biological analysis.

Define, list, select or *state* might also be appropriate, but it will depend on what is being asked for. Sometimes, you may be able to make common-sense choices, such as in the examples below.

- Conèixer el procediment legislatiu així com la resta d'instruments normatius...
- Conèixer la importància de l'organització administrativa...
- Conèixer la importància del rol del govern multinivell de la UE ...
- Conèixer el rol de l'Administració i del poder judicial com a actors...
- Conèixer els factors de l'estructura d'oportunitat política...

- Identify the legislative procedures and legal instruments....
- Explain the importance of administrative organisation...
- Discuss the role played by the European Union's system of multi-level government...
- Describe how the government and legal authorities enact the law...
- List the factors in political opportunity structure...

For an extensive list of such verbs, see the appendix.

Appendix

The list below is taken from the University of Worcester's "Principles for course design: Guide to writing learning outcomes and developing assessment criteria". This or any other list of verbs derived from Bloom's taxonomy may be useful to have to hand when one is writing learning objectives and outcomes in English and when one needs to be precise about exactly what skills will be assessed in exams and coursework.

Verbs giving evidence of knowing

Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, extract, organise, recount, write, measure, relate, match, record.

Verbs giving evidence of comprehension

Interpret, translate, estimate, justify, clarify, defend, distinguish, explain, generalise, exemplify, infer, predict, rewrite, summarise, discuss, perform, report, present, indicate, find, represent, formulate, contrast, classify, express, compare, recognise.

Verbs giving evidence of application of knowledge/understanding

Apply, solve, demonstrate, change, compute, manipulate, use, employ, modify, operate, predict, produce, relate, show, select, choose, assess, operate, illustrate, verify, explicate, prove.

Verbs giving evidence of analysis

Recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, compare, contrast, justify, resolve, examine, conclude, criticise, question, diagnose, categorise, elucidate.

Verbs giving evidence of synthesis

Arrange, assemble, organise, plan, prepare, design, formulate, construct, propose, present, explain, modify, reconstruct, relate, re-organise, revise, write, summarise,

account for, report, alter, argue, order, select, manage, generalise, derive, synthesise, enlarge, suggest.

Verbs giving evidence of creativity

Plan, imagine, begin, design, invent, initiate, state, create, pattern, elaborate, develop, devise, generate, engender, make, produce.

Verbs giving evidence of evaluation

Judge, appraise, evaluate, assess, discriminate, conclude, compare, contrast, criticise, justify, defend, rate, determine, choose, value, question, rationalise.