ENGAGE IN CURRICULUM REVIEW

Curriculum Mapping

The Curriculum Framework is very much focused at the programme (rather than the module) level in order to help ensure the design and delivery of cohesive programmes.

Curriculum mapping is a process for collecting and capturing what is taught, practised and assessed over the course of a programme in order to identify gaps, overlaps and misalignments in order to improve the overall coherence of the programme.

In the early stages of your curriculum review creating a matrix that cross references the CF Graduate Attributes and/or Programme Learning Outcomes with where these are taught, practiced and assessed in the curriculum is a useful way to prioritise areas for enhancement and promote shared ownership of the programme. Creating a curriculum map could also provide an evidence-based approach to completion of the CF diagnostic questionnaire.

In addition, once completed a curriculum map can be used a dynamic document that is continually updated and edited by the programme team to ensure that changes to modules are in alignment with the aims and outcomes of the programme.

Several existing tools for curriculum mapping which you can adapt to suit your context are outlined below. We also introduce a number of software solutions that can be used by programme teams to help their development.

Reference


“In our experience, curriculum mapping provided a method to not only align and articulate the curriculum, but also a way to foster collaboration and collegiality of those participating in the process. The interaction among participants in this project promoted collaboration and collegiality, allowing the participants to share knowledge and beliefs about teaching and learning.”

Uchiyama & Radin (2009)
Suggested mapping tools

Oxford Brookes Graduate attributes table
Available from https://radar.brookes.ac.uk/radar/file/7d735a7e-9dd3-0e7c-a22e-e48effddf254/1/Mapping%20Brookes%20Graduate%20and%20Postgraduate%20Attributes%20(package).pdf

The programme team should prepare two tables when they meet. The first examines individual modules and if graduate attributes are Taught, Practised and/or Assessed in each module and the level to which this is true (High, Medium or Low). An example table for Reading might be:

<table>
<thead>
<tr>
<th>Module</th>
<th>Mastery of the Discipline</th>
<th>Skills in Research and Enquiry</th>
<th>Personal Awareness and self-effectiveness</th>
<th>Global Engagement and Multicultural Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

The second stage then involves transferring this information to a second table which lists each of the graduate attributes separately and links them to the assessments in each module.

<table>
<thead>
<tr>
<th>Graduate Attribute</th>
<th>Module</th>
<th>Tasks, activities, assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of the Discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in Research and Enquiry etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University College Dublin Programme Outcomes Mapping Matrix
Available from: https://www.ucd.ie/teaching/resources/programmedesignassessment/coherentlearningapproaches/
This page provides an excellent introduction to coherent Programme Design and a user guide and excel template for a Programme Outcomes Mapping Matrix.

University of Guelph, Curriculum Mapping
Available from: http://www.uoguelph.ca/vpacademic/avpa/outcomes/curriculummap.php
A questionnaire approach is used by the University of Guelph and has been developed into a piece of commercial software (CurriKit™). An additional feature of this mapping is that each module convenor is required to describe the method used to both teach and assess each
learning outcome. This allows the Programme Director to assess the diversity of teaching and learning methods used on the programme and determine the extent to which students can develop their assessment literacy. Aggregating data for the mapping of both teaching and assessment to programme learning outcomes also allows the programme team to determine if there is good constructive alignment between teaching and assessment. It is also be possible for Programme Directors to consider the different forms of assessment used and how these might be adapted to make them more inclusive.

Software tools

In addition to standard spreadsheet software like Microsoft Excel or OpenOffice, the following tools could be useful in producing and visualising your data:

On-line survey tools (Google Forms, https://www.google.com/forms/about/ and/or Typeform, https://www.typeform.com) – useful in this context for easily gathering and processing survey information from module conveners and/or student representatives.

Open source statistical analysis packages (R, https://www.r-project.org, Tableau Public, https://public.tableau.com/s/) – for most purposes Excel will be suitable for visualising your data, but open source statistical packages can be used for more complex visualisation.