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UCD

CURRICULUM REVIEW & ENHANCEMENT GUIDE

UCD Teaching & Learning | www.ucd.ie/teaching

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Introduction

The UCD Strategy for 2015-2020 sets out a clear vision for our graduates and clarifies the nature of the education and student experience that UCD will put in place to enable this vision. The vision for 2020 is that:

"Through a holistic student-focused and research-led educational experience which has both breadth and depth, they (our graduates) will be equipped with the knowledge, skills, experience and attitudes they need to flourish in present and future Irish and global societies". (UCD Strategy 2015-2020, p. 9)

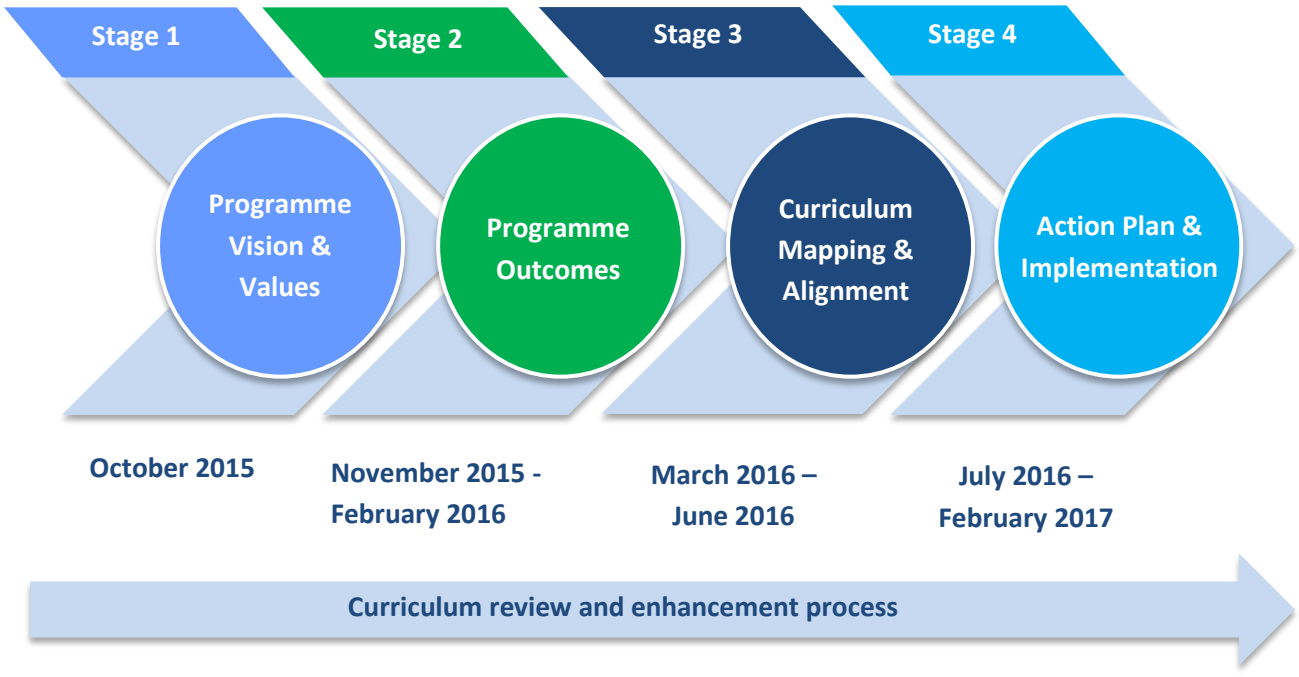
Under *Strategic Initiative 2: Defining Educational Excellence*, we will undertake a robust curriculum review of our undergraduate and graduate taught programmes. We will place a central focus on the importance of articulating outcomes that we require our students to achieve, and how we can imaginatively, yet coherently organise, deliver and assess our curriculum to embed and assure these outcomes for students. A number of specific programme enhancement themes will inform the process, including a focus on:

- embedding research in the undergraduate experience;
- the development of discipline-specific as well as a wider set of attributes and capabilities;
- effective and efficient definition and assessment of outcomes;
- an expansion of the use of technology to enhance learning.

This practical guide is designed to inform and steer programme teams through the four stages of the curriculum review and enhancement process. Each section maps to a stage in the process and includes a series of exercises and resources to support local dialogue and activity.

Professor Mark Rogers
Deputy President and Registrar

Curriculum review and enhancement process

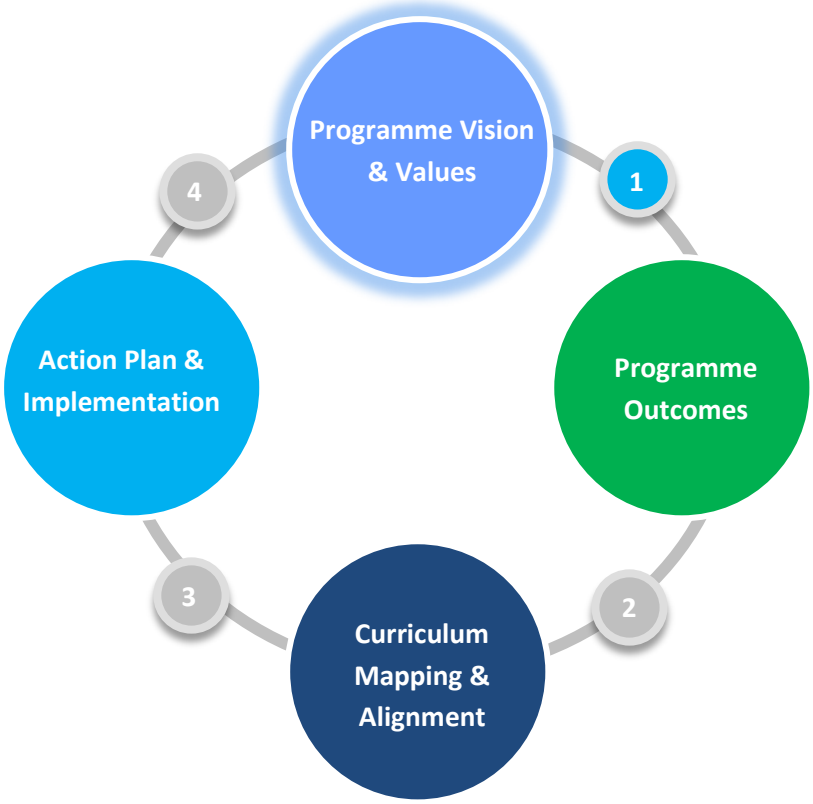


How to use this guide

	**Questions** You are invited to explore the questions where they appear in the guide in considering your programme.
	**Examples** These are detailed examples of curriculum design written recently by UCD programme teams.
	**Worksheets** There are worksheets which appear throughout the guide. Editable Microsoft Word versions of these can be downloaded for use by programme teams.
	**Group Exercises** There are exercises which appear throughout the guide. Editable Microsoft Word versions of these can be downloaded for use by programme teams.
	**Web Resources** These are embedded into the guide to provide practical resources for reviewing your curriculum.
	**Further Reading** You are invited to choose from a short list at the end of each section.

Section 1. Guidelines to writing your programme's vision and values statement

Interrelated elements of the programme design process



1.1 What is a vision/values statement?

In a programme design or revision process, an important early step is to consider and write a short statement on the vision and values inherent in your programme. Sometimes, this is described as a programme's educational philosophy (Toohey, 2002, O'Neill, 2010).

A vision and values statement is agreed by a programme team and sets out, for example, the programme's:

- purpose(s);
- education and subject/discipline/professional values;
- the nature of the learning environment for students;
- the key approaches to teaching, learning and assessment.

The main characteristics of the statement are that it

1. Is a concise and accessible paragraph(s) placed early in curriculum documentation (6-8 sentences, 1- 2 paragraphs approximately)
2. Has been informed, discussed and agreed by the key stakeholders of the programme, such as graduates, current students, staff, employers, professional bodies, etc.
3. Is written in clear language for the key audiences, including prospective and current students, staff and employers
4. Is dynamic and can be modified as the programme team and context changes over the programme's duration.

Use existing and/or gather any additional data needed to inform the statement, for example, UCD Strategy 2015-2020, student focus group feedback, ISSE (Irish Survey of Student Engagement) results for the programme, CAO applications, employer feedback, National Employer Surveys, Graduate Destination surveys, external examiner reports, Quality Review/Professional Accreditation reports, professional body criteria, etc. See Worksheet 1 on page 8 for more details.

1.2 Why write a vision/values statement?

The **process** of writing a vision and values statement will assist your programme team to:

- Dialogue and articulate your individual educational and subject/discipline/professional values
- Negotiate and agree a shared vision and some common values

The **outcome** of the process (the statement) will:

- Inform a more coherent choice and sequence of programme outcomes; content; teaching, learning and assessment approaches in the programme,
- Assist in the transparency of the programme's key vision and values to students and other stakeholders,
- Assist in the planning of the programme's organisation and structure.

1.3 Questions to assist the programme team in developing their statement.

Question	Examples
What are the current trends and potential future developments that might impact on the purposes of your programme?	International student mobility; size and growth of domestic education systems; transnational education (TNE); Academic and/or business international research collaboration (British Council, 2012) Student characteristics; pragmatic factors; facilities and opportunities (Stark, 2000)
Based on these, what is/are the key purpose(s) of your programme, including who is it aimed at?	*Purposes:* Employability, internationalisation, subject specialisation, inter-disciplinary engagement, active citizenship, widening participation, building partnerships and networks, etc... *Aimed at:* students with an interest in a career in science; practitioners in a specialised field;
What do you value most, individually and collectively, in your discipline/subject/profession?	Theoretical perspective, professionalism, identity with subject, historical perspective, competent designers, problem-solvers, specialist knowledge, empathy, ethical behaviour, scientific approach, evidence-based practitioners, etc..
What are the core educational values in your programme?	Autonomous student learning; opportunities to learn from peers; work experience; thinking reflectively; social-awareness; curiosity; dedication; motivation; student commitment to their studies; etc..
What is the nature of the learning environment?	Strong laboratory component; 50% of work is on-line; work placements integrated into the programme; year abroad encouraged; studio work is key throughout; clinical skills laboratories in early years; lectures aligned with seminars; tutorials are the primary approach;
What are the key teaching, learning and assessment approaches that reflect your collective values?	Group work; critical writing; debates; case-based assessments; student presentations; essays; on-line MCQ's; etc..

1.4 Examples of vision/values statements

BSc in Health Science Policy *(mock programme and statement)*

'This programme is aimed at students who wish to develop a career or further studies in health science policy or related disciplines (Purposes). We value and therefore encourage our students to be active, motivated, autonomous learners who have a critical and reflective approach to health science policy (Values). We aim to provide a learning environment that will encourage students to constructively challenge policies and related practices, individually or as part of a team, so they can develop their own and others leadership and advocacy skills. Tutorials and on-line discussion forums are a key element in the programme's design (Nature of the learning environment). As a result of this approach to learning, the programme in particular uses teaching, learning and assessment approaches such as debates, case studies, project work, policy development/analysis, work placements, on-line group work and includes many advocacy groups and individuals in the design and delivery of the curriculum (Teaching & Learning Approaches).'

UCD examples of individual aspects of vision/values statements.

Purpose(s)	*'It is an academic programme but is also suited to practitioners/professionals in a related field who wish to gain a broader understanding of urban processes, policies and outcomes.'* **UCD MSc Urban Environment**
Education and subject/discipline/ professional values	*'We value ambition, dedication and passion for music in all its forms: critical reflection on music, performance to the highest professional standards, and engagement with composition through analysis, reflection and the creative process.'* **UCD School of Music**
The nature of the learning environment for students	*'is a flexible, innovative, negotiated learning course that takes on board the training needs of a broad spectrum of end-users by giving you the opportunity to select modules that best align with your training needs and career objectives.'* **UCD MSc in Environmental Sustainability**
The key approaches to teaching, learning and assessment.	*'A focus on **personal development** and reflective learning.'* **UCD Bachelor of Commerce**

Worksheet 1: An Informed Vision and Values Statement

Download an editable version of this worksheet.

1. a) Summary of feedback and other data to inform your statement. Complete this section prior to writing your statement.	
Student/Graduate Feedback Graduates survey/focus groups, ISSE (Irish Survey of Student Engagement) results; student feedback.	
Peer Feedback School/Programme Quality Review Report; Professional accreditation reports; External Examiner reports.	
Employers *i* Employer Feedback; National Employer Survey; Graduate Destination Survey,..	
Other drivers: National/international policies; UCD Strategy 2015-2020; School strategy; research themes; professional body criteria; etc..	
1. b) Your Programme's Vision and Values Statement	
Purpose(s)	
Education and subject/discipline/professional values	
The nature of the learning environment for students	
The key approaches to teaching, learning and assessment.	

i If gathering additional data for the purpose of this project, please be cognisant of multiple demands on the same stakeholder, such as surveys to same employers associated with similar UCD programmes.

The list of data sources to be considered is not an exhaustive/all-inclusive list. Deliberations should be informed by all relevant sources of data.

1.5 Web-based Resources

University of Sydney Discipline-Specific Graduate Attributes: http://sydney.edu.au/business/__data/assets/pdf_file/0005/88385/Graduate_Attributes_at_The_University_of_Sydney.pdf

1.6 Bibliography

British Council (2012). The shape of things to come: higher education global trends and emerging opportunities to 2020: Going Global 2012, British Council.

Harland, T. & Pickering, N. (2011). *Values in Higher Education*. London: Routledge

O'Neill, G. (2010) Initiating Curriculum Revision: Exploring the Practices of Educational Developers. *The International Journal for Academic Development*. 15(1), 61-71.

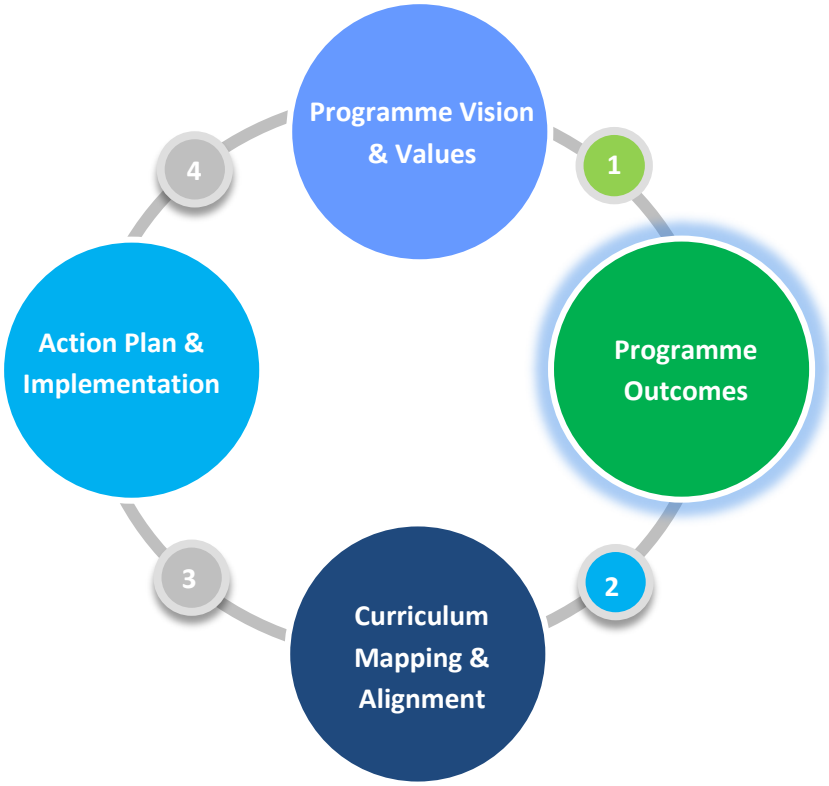
Rowland, S. (2006). *The Enquiring University: Compliance and Contestation in HE.* London: SRHE/OUP.

Stark, J.S. (2000). Planning introductory college courses: Content, context and form, *Instructional Science* 28, 413–438.

Toohey, S. (2002). Beliefs, values and ideologies in course design. In *Designing courses for higher education*. (pp44-69).

Section 2. A Practical Guide to Writing Programme Outcomes

Interrelated elements of the programme design process



2.1 What is a programme outcome?

A programme outcome is *what a typical student* is expected to achieve through engagement in and completion of the programme. The programme outcomes are the knowledge, skills and attitudes students should possess when they graduate from a programme.

The key characteristics of programme outcomes are that they are:

1) *Student focused* i.e. the student should be able to.....

2) *High-level* outcomes that are greater in scope and complexity than module outcomes

3) *Guided* by professional, disciplinary, inter-disciplinary and institutional graduate attributes

4) *Informed* by international, national and institutional *level* guidelines

Group Exercise 1: Meeting a Group of Graduates

Download an editable version of this exercise.

The following exercise can be carried out with your programme team in three phases. At a meeting, you encounter four people who have graduated from your programme three years ago. They discuss what they learned from the programme and what they really valued, especially as this relates to their current employment and further studies. What are the graduates saying?	
1.	Firstly, individuals can write their own response to the exercise:
2.	Secondly, participants can share and record their ideas in small groups:
3.	Thirdly, small groups can present their ideas in the large group followed by discussion and debate.

2.2 Why Write Programme Outcomes?

- To be clear and transparent to all stakeholders in describing what students completing the programme will achieve
- To revitalise and re-energise the curriculum for staff and students
- To act as the key starting point in a curriculum (re-) design process for the purpose of choosing appropriate teaching, learning and assessment strategies
- To make the research development outcomes of the programme explicit
- To develop a shared understanding of and coherence in the programme
- To build in the development of transferable skills and values that can be formatively and summatively assessed in the programme
- To assist in the design of an efficient assessment system for the programme as a whole and reduce the assessment load for students and staff
- To inform the design of the sequencing of learning activities
- To engage with the institution-wide ambition of an outcomes-led curriculum.

2.3 Group Exercise 2: Questions to Prompt Thinking and Development of Programme Outcomes by Programme Teams

Download an editable version of this exercise.

In a programme review workshop the programme team and other stakeholders: • Can discuss the questions below and record their ideas in small groups. • Then the small groups can present their ideas to the large group and have these discussed. • Following this the large group can work towards some shared understanding and agreement about these questions. • Finally a summary of the participants' response to these questions can be written to inform the writing of programme outcomes
1. In your contexts, what are the purposes of the programme outcomes?
2. How will you write your programme outcomes given that they need to be clear to multiple audiences? (current and future students, programme teams, programme boards, professional bodies, employers and others)
3. Who will you involve in composing and reviewing your programme outcomes? (staff, students, alumni, employers etc.)
4. What will be the unique selling points of the programme?

5. How will the programme outcomes reflect your vision and values?
6. What are the key areas in terms of 1) knowledge 2) skills and competencies 3) attitudes and qualities needed for your graduates to flourish in an increasingly global society? (UCD Strategy 2015-2020, p14). How would you describe what your students completing your programme would achieve across these three domains?
7. How will your programme outcomes clearly articulate your students' research development in terms of their critical enquiry and original thinking to meet global challenges? (UCD Strategy 2015-2020, p14)
8. How will your programme outcomes explicitly align with the descriptor of the appropriate level in the National Framework of Qualifications?
9. What national and international reference points can you use to demonstrate the relevance and currency of the programme outcomes to academic, professional and employer groups?

2.4 Practical Guidelines and Examples for Writing Programme Outcomes

1. Each programme outcome should articulate *a high-level ability* that the student will have developed

2. As programme outcomes are intended as an *overview,* a useful number of outcomes for a masters programme is 6-8 and for an undergraduate programme is 8-12. Some programmes may also have a further extended list to meet the needs of professional bodies.

3. Write the outcomes in clear English so that it is evident to multiple audiences what students are expected to achieve through the programme.

4. Use action verbs when writing the outcomes to show what students will be able to know and do. For guidance on the language of programme outcomes see learning taxonomies.

5. Align the outcomes with international, national, and institutional outcomes (together with professional outcomes where appropriate).

6. Decide whether you want to embed key transferable skills with related disciplinary knowledge outcomes and/or write specific outcomes for transferable skills.

7. Peer review draft outcomes with key stakeholders.

8. Consider the order of the outcomes in relation to their importance to your programme/profession/discipline.

Undergraduate Example of Programme Outcomes

BSc in Architectural Science (Hons)

On successful completion of the programme students should be able to:

● Demonstrate understanding of specific bodies of knowledge within the discipline of Architecture (relating to the history and theory of Architecture, to building construction, to structural and environmental behaviour). These should be understood in their own terms and also integrated into the students' design process

● Make use of the insights and findings of research to inform their understanding of the field and how they operate within it

● Work with established research methods in evaluating, analysing and designing architecture

● Synthesise a broad spectrum of issues, make analytical decisions and record them

● Represent and communicate those decisions in drawings, models and other media

● Work as an individual, and a team member and present their thinking in a public forum

● Learn to work at varying scales and with projects of increasing complexity from domestic to collective to institutional and in doing so observe how architecture is fundamental in the formation of our built environment

● Evidence application in their own work through the acquisition of new practical skills and knowledge of design methods and through reflection be able to measure the extent of their learning and understand the limits of their own knowledge and competencies

● Apply lessons learned in the studio to develop the practice of learning by doing, made evident in their project work and design proposals and problem-solving strategies

● Learn new ways of nonlinear conceptual thinking that should encourage them to open their minds to work with 3 dimensional design and to employ spatial analogies to better understand architectural concepts and ideas

● Appreciate and understand the meaning of the word architecture in two senses; as applied to the art or science of building and in its wider sense of the operation of an organism, the inherent order or inner workings of structures and societies

● Develop a capacity for the close observation and analysis of physical and cultural contexts and design precedents

● Demonstrate competence in the synthesis of the technical environmental societal and conceptual requirements of architectural design projects at a range of scales

● Have a broader awareness of related bodies of knowledge and fields of activity

Postgraduate Example of Programme Outcomes

MSc in Food Nutrition and Health

On successful completion of the programme students should be able to:

● Demonstrate an integrated knowledge and understanding of the scientific principles underpinning food science and nutrition

● Understand the significant roles of food processing, regulation, safety and policy in the production of safe and nutritious food

● Analyse and critically evaluate information from a wide range of sources, including the latest research in food science and nutrition

● Apply their knowledge and understanding in proposing solutions to nutrition-related problems as they affect human health and disease and in generating innovative, technical and ethical solutions to challenges encountered in the workplace

● Construct, defend and communicate reasoned and logical responses to critical questions in food science and nutrition

● Identify with a community of food science and nutrition professionals

Group Exercise 3:
Draft programme outcomes with your programme team

Download an editable version of this exercise.

On successful completion of the programme students should be able to:	
1)	
2)	
3)	
4)	

5)	
6)	
7)	
8)	
9)	
10)	
11)	
12)	

2.5 Web-based Resources

Writing Outcomes at the Appropriate Level

National Framework of Qualifications
http://www.qqi.ie/Articles/Pages/Active-NFQ-Standards-for-HE.aspx

UCD Level Descriptors
http://www.ucd.ie/t4cms/level_desc.pdf

Masters Level Programme Outcomes
QAA Scotland (2013) *What is Masterness? Discussion Paper*. Scottish Higher Education Enhancement Committee http://www.enhancementthemes.ac.uk/docs/report/what-is-mastersness.pdf

Writing Programme Outcomes Informed by UCD Strategy

University College Dublin Strategy 2014-2020
http://www.ucd.ie/strategy2015-2020/

Writing Research Development Outcomes

Research Skill Development Framework University of Adelaide
http://www.adelaide.edu.au/rsd/

Learning Taxonomies to Assist in Writing Programme outcomes for different domains of learning
O'Neil, G and Murphy, F. (2010) *Guide to Taxonomies of Learning*
http://www.ucd.ie/t4cms/UCDTLA0034.pdf

UCD's collated resources on curriculum design, including programme outcomes
O'Neill, G. (2015) *Curriculum Design in Higher Education: Theory to Practice eBook.* UCD Teaching & Learning. http://www.ucd.ie/t4cms/UCDTLP0068.pdf

Further reading

Brabrand, C. & Dahl, B. (2009) Using the SOLO Taxonomy to analyse competence progression of university science curricula. *Higher Education.* 58, 531-549.

Fink, L. D.. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco: Jossey-Bass.

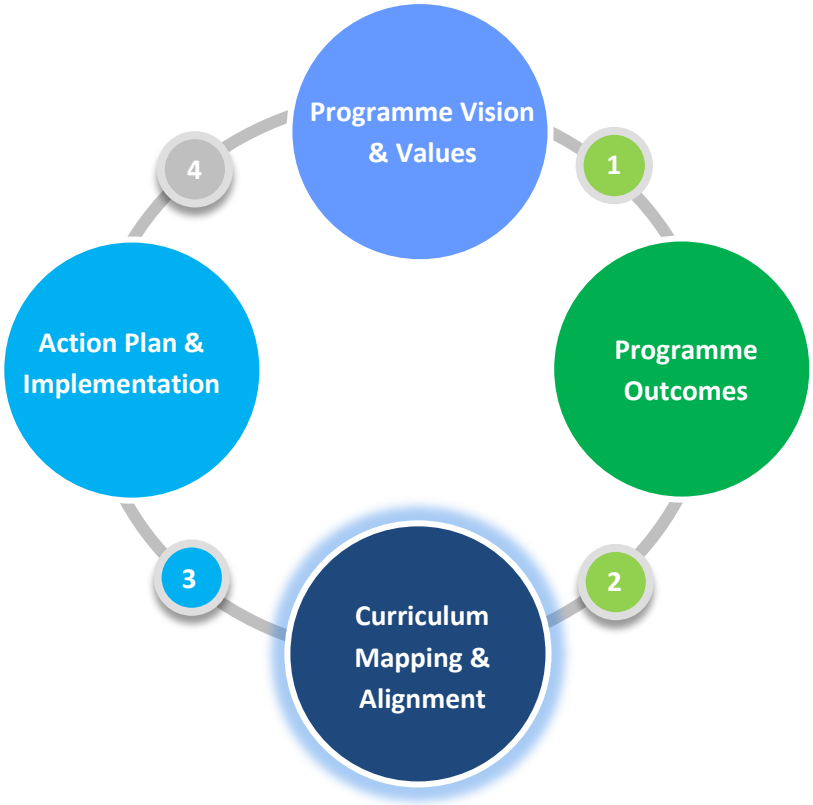
Hussey, T, & Smith, P. (2008) Learning Outcomes: A Conceptual Analysis. *Teaching in Higher Education*. 13 (1), 107-115.

Meyers, N.E, & McNulty, D.D. (2009). How to use (five) curriculum design principles to align authentic learning environments, assessment, students' approaches to thinking and learning outcomes. *Assessment & Evaluation in Higher Education.* 34 (5), 565-577.

Toohey, S, (2002) *Designing Courses for Higher Education Buckingham: The Society for Research into Higher Education*

Section 3. Curriculum Mapping and Alignment

Interrelated elements of the programme design process



In this section of the guide:

i. The rationale and purpose of curriculum mapping is discussed;
ii. The UCD curriculum mapping tool is presented and explained;
iii. Guidance on discussing and interpreting the curriculum map is provided.

3.1 What is the rationale and purpose of curriculum mapping?

Curriculum mapping is a growing activity for programme level review and development. The programme teams' dialogue and collaboration is a key aspect of mapping process (Uchiyama & Radin, 2009).

'the collegial discussions and decision-making processes are the heart of curriculum mapping. Curriculum maps are by-products of teachers working collaboratively and individually to design and review curriculum'. Hale and Dunlap (2010, pp 17-18)

The purpose of curriculum mapping is to ensure that the teaching and learning activities, assessments, and/or content of a programme align with the programme outcomes. This is to enable:

- Transparency for the students and faculty;
- A coherent approach to programme enhancement and change;
- Efficiency in teaching, learning and assessment approaches;
- Key institutional attributes are reflected in the programme activities;
- Enhancement of sequencing and coherence of programme's content, teaching and assessment approaches (Arafeh, 2015; Hale & Dunlap, 2010).

3.2 UCD Curriculum Mapping Tool

An online curriculum mapping tool has been developed to support the current Curriculum Review and Enhancement process and is based on the Programme Outcomes Mapping Matrix – a tool researched and designed by UCD Teaching in Learning (2013). The intention is to provide programmes/schools with a simple synoptic tool to map the relationship between programme outcomes and the extent to which they are addressed and assessed in modules. The output from the process - the curriculum map - comprises a series of summary tables, which provide a visual representation using simple scoring and a colour coded pattern, of the degree to which programme outcomes appear to be addressed and assessed in a selected group of modules.

The mapping process is intended to be developmental in its focus with a view to stimulating interpretation and review of outcomes and/or assessment practices amongst the programme team. It is not intended as an absolute measure of the achievement of programme outcomes.

3.3 Using the curriculum mapping tool in InfoHub

All module coordinators (MCs) contributing to the programme will play a part in the curriculum mapping process. Under the direction of the academic lead for the programme, each MC will map their module(s) to the programme outcomes, using the online mapping tool in the Curriculum Review and Enhancement InfoHub system.

Instructions for Module Coordinators

Go to Curriculum Review & Enhancement in InfoHub where you will be asked to login using your UCD Connect username and password. Click on the menu item – Map My Module

You will be presented with a table containing a list of your module(s) associated with the relevant programme majors. Where a single module is associated with more than one programme major that module should be mapped separately to each set of programme outcomes of the associated majors. Once you select a module to map, there are two short

steps to complete:

Step 1 - For each **programme** outcome, indicate the level at which it is addressed by your module by selecting one of the following options:

Students are INTRODUCED to this outcome

This outcome is FURTHER DEVELOPED

Students have now demonstrated ACHIEVEMENT of this outcome

Leave blank of your module does not address this outcome.

Step 2 - For each **programme** outcome that your module addresses select the option that best describes the assessment of that programme outcome:

SA = the outcome is SUMMATIVELY ASSESSED by the module *(i.e. assessment that is primarily for the purpose of certification. This includes all assessments that receive a grade contributing to the overall module grade, e.g. continuous or end of semester assessments).*

FAO = the outcome is FORMATIVELY ASSESSED ONLY *(i.e. assessment designed to provide feedback on students' learning and overall progress towards the achievement of learning outcomes. Formatively assessment is often not graded, e.g. non-graded in-class activities, quizzes, student discussion forums, etc.)*

Leave blank if the outcome is not assessed.

The programme director/coordinator will set a date by which time all module coordinators will have individually mapped their module(s). The system will collate the mapping data on each module to provide a programme level view of how the contributing modules address and assess the programme outcomes.

3.4 Reviewing and interpreting the curriculum map

i

The most important aspect of curriculum mapping is the collegial dialogue and collaborative decision-making that arises from the mapping process and combined visual output.

Once each module has been mapped, the programme director/coordinator should convene a workshop involving as many of the programme team (MCs) as possible to discuss and interpret the curriculum map.

When complete, the curriculum map will summarise (in tabular format) the distribution of the programme outcomes that appear to be achieved across the associated modules. The data may be viewed by: (i) Stage; (ii) Core/Option modules; and (iii) entire programme.

The programme outcomes are automatically summed into a 'weighted total' using the following scoring system: 1= Introduced; 2 = Further Developed; 3 = Achieved. This allows the "concentration" of the programme outcomes to be read in relation to the selected group of modules.

The number of times a programme outcome is assessed 'summatively' or 'formatively only' is also calculated. This allows a review of the link between programme outcomes and assessment. In reviewing the assessments across the selected group of modules, it is also useful to discuss the use of different methods of assessment (exams, journals, lab report, etc) and to note whether there is an over or under emphasis on certain assessment methods.

Group Exercise 4: Questions to prompt discussion and interpretation of the curriculum map by the programme team

Download an editable version of this exercise

To access the curriculum map for your programme go to Curriculum Review & Enhancement in InfoHub where you will be asked to login using your UCD Connect username and password. Click on the menu item Curriculum Map for My Programme Area.

The programme director/coordinator plays a key role in leading the discussion and interpretation of the curriculum map, involving as many of the programme team as is practicable. The questions below may be discussed in relation to a selection of modules and/or the entire programme. For convenience, the most pertinent curriculum map tables are indicated in brackets after each question. For complex programmes, with many option modules and/or multiple pathways, it may make sense to ask small groups to review a selected group of modules (e.g. core modules; option modules; modules by stage, etc). The observations of the small groups should be recorded and presented back to the large group, with a view a achieving a shared understanding of the overall programme.
1. Do some programme outcomes appear to be addressed more frequently than others? Is this appropriate? *[Curriculum Map tables 2 & 3]*
2. Are there any programme outcomes which appear not to be adequately addressed? *[Curriculum Map tables 2 & 3]*
3. Holistically, is the extent to which programme outcomes appear to be addressed

(introduced, further developed, achievement) within the modules appropriate? *[Curriculum Map tables 2 & 3]*
4. Do some modules appear to be addressing many more/less programme outcomes than others? Is this appropriate? *[Curriculum Map table 3]*
5. To what extent is the achievement of the programme outcomes dependent on students' choice of option modules? *[Curriculum Map tables 1, 3 & 4]*
6. Where some programme outcomes appear to be assessed more frequently than others does this constitute over or under assessment? *[Curriculum Map tables 2 & 4]*
7. Are there any programme outcomes which are assessed formatively only (or predominately)? If so, is this appropriate? *[Curriculum Map tables 2 & 4]*
8. In collaboration with colleagues discuss the use of different methods of assessment (exams, journals, lab report, etc) – is there an over or under emphasis on certain methods? *[Assessment Details report]*
9. Does the assessment of the achievement of programme outcomes cater satisfactorily for the diversity of your current and projected student population? *[Assessment Details report]*

3.5 Summing up the key issues and decisions arising from the curriculum mapping process – Interim Report

Download an editable version of this worksheet

This summary will constitute the Programme Team's interim report which should be submitted to their Project Champion by the end of June 2016

Summary of key issues and decisions arising from the curriculum mapping process

Alignment

You may wish to comment on:

- Extent of alignment between existing modules and programme outcomes.
- Modules/topics/assessments that would benefit from clearer alignment to the programme outcomes.
- The role of the core modules and option modules in the achievement of the programme outcomes – is there an over-dependence on either group of modules?

Gaps

You may wish to comment on:

- Identification of any gaps in the curriculum (topics; skills; teaching, learning & assessment activities) in terms of achievement of programme outcomes.

Repetition or Redundancies

You may wish to comment on:

- Revisited topics/activities – are they incrementally developed throughout the programme?
- Is there unnecessary repetition across multiple modules or stages?

Assessment issues

You may wish to comment on:

- Programme outcomes which appear to be over or under-assessed.
- Opportunities for programme-level or stage-level outcome assessment, across multiple modules.
- Variety of assessment methods and the extent to which they are balanced within and across modules and stages.
- Opportunities for formative assessment (non-graded or low-stakes) and students' self-monitoring their own learning.
- The extent to which the assessment methods utilised meet the needs of the diverse student population on your programme.
- Opportunities for technology enhanced assessment of outcomes.

Other issues, decisions, and/or new understandings

Have you identified any useful resources and approaches to address the issues identified and to enhance your programme? (see the Resources web page or list the resources you have selected yourself)
Do you require further resources or support to enable programme enhancements? If so, what are these?

Adapted from Udelhofen,S. (2005). Keys to Curriculum Mapping –Strategies and Tools to Make it Work. Corwin Press, California.

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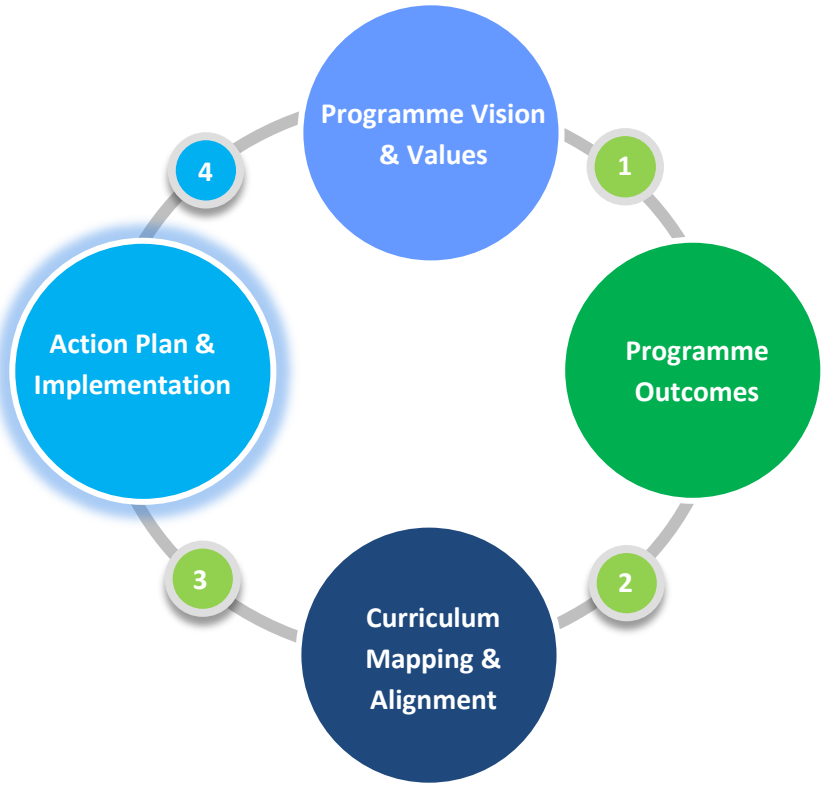
Section 4. Action Plan and Implementation

Interrelated elements of the programme design process



4.1 Programme enhancement

The final stage of the curriculum review and enhancement process focuses on action planning and implementation to further develop and enhance your programme. At this point in the process the programme team will draw together their review findings, discuss and agree opportunities for development and change, and commit to taking individual and collective action. Keep in mind the specific programme enhancement themes that are informing this process – these are:

I. Embedding research in the undergraduate experience
II. The development of discipline-specific as well as a wider set of attributes and capabilities
III. Effective and efficient definition and assessment of outcomes
IV. An expansion of the use of technology to enhance learning.

The following steps are suggested as one way of proceeding:

	Action	**Who should be involved?**
Step 1	Draw together and summarise the key review findings from a range of sources, including: • Stakeholder consultations • Collegial & programme team discussions • Curriculum mapping process • Other key data about the programme Include both the strengths and the weaknesses of your current curriculum.	Programme team, led by programme director/coordinator
Step 2	Name and prioritise the key issues that you plan to address.	Programme team, led by programme director/coordinator
Step 3	For each issue identified/prioritised, assign a colleague(s) to research and propose possible solutions (see the ***Resources web page***).	Programme director/coordinator & individual lecturers
Step 4	Convene the programme team to: • Recap on key issues to be addressed • Receive reports back from colleagues on their further reading/research (aligned with the issues) • Complete the Action & Implementation Plan template (section 4.3), using the prompt questions (below) if helpful. As part of this session you may find it helpful to use a group activity to think creatively about the programme. (Group exercise 5. Developing your programme using deBono's Six Thinking Hats exercise).	Programme team & other stakeholders (as is practicable).
Step 5	Submit the final draft of the Action & Implementation Plan to your Project Champion.	Programme director/coordinator

4.2 Questions to Prompt Thinking and Development of a Programme Action Plan

1. What structural changes would you make to the programme in order to address the key issues identified in the curriculum review process?
2. How does your programme explicitly and progressively embed research activities throughout?
3. Where in the programme are there opportunities for your students to develop, reflect on and evidence the desired transferable skills?
4. How does your programme specifically address the enhancement of learning and assessment through the use of technology?
5. How does your programme assessment strategy clearly articulate that the programme outcomes are effectively addressed through appropriate assessment and feedback strategies?
6. How do you propose to address issues of over or under assessment in the programme?
7. Do the current teaching, learning and assessment approaches cater for the needs of the diverse population of learners on the programme?
8. Could technology be utilised to enhance teaching and learning approaches, allowing a more inclusive and effective experience?
9. What actions do you need to take to make the coherence of the programme clearer to staff and students?
10. What supports and training would enable your new programme enhancements?

4.3 Programme Action and Implementation Plan

Use all the work that you have done to-date to complete the Programme Action and Implementation Plan (below).

Programme Action and Implementation Plan

Download an editable version of this worksheet

Programme:	
Programme Director/Coordinator:	
Programme Board:	
Date:	

Action Plan
Proposed programme structure changes *(including details of regulatory issues for consideration)*
Proposed changes to teaching and learning strategies *(highlight alignment with the four enhancement review themes)*
Proposed programme assessment and feedback changes *(highlight alignment with programme outcomes and the four enhancement review themes)*
Staff support and training process proposed
Proposed ongoing programme monitoring and evaluation strategy *(including stakeholder consultation details)*

Implementation Plan (including Appendix A)
Summarise implementation timeline *(Noting milestones and deliverables, highlighting responsibilities. Provide a detailed timeline in Appendix A)*
Risks and mitigation plans
Key indicators of successful implementation
Appendix A – Project timelines, milestones & deliverables *(to be attached)*

4.4 Bibliography

De Bono, E. (1999) Six Thinking Hats MICA Management Resources Inc.

DeBono, E., Discusses the Six Thinking Hats

https://www.youtube.com/watch?v=o3ew6h5nHcc