

CURRICULUM AND ASSESSMENT MAPPING

Guidance notes on completing the templates

Purpose of the templates

Proposers for new and amended programmes are asked to complete and submit the University's Curriculum and Assessment Mapping Templates in addition to completing the online CAIT templates. Completed templates will aid both course designers and course approvers by providing an 'at-a-glance' summary of:

- how a programme is constructed
- how individual modules contribute to the Programme Learning Outcomes (PLOs)
- students' progression through the programme
- which modules which may not be condoned by the exam board.

Similarly, completion of the Assessment Mapping Template will provide an overview of the assessment strategy for the programme by summarizing assessment methods and weightings and enabling designers and approvers to see at a glance how the programme is assessed in its entirety.

Programme Learning Outcomes

The QAA defines learning outcomes as "What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning."¹ At the level of the **programme** a learning outcome is something that a student must attain in order to be awarded the degree; i.e. students have to demonstrate attainment of every PLO. PLOs reflect the standard of achievement at the level of the qualification; e.g. for Bachelors degrees this is at Level 6 of the FHEQ.² The University does not specify the number of PLOs for a programme of study, but the recommendation is that, except where a Professional, Statutory and Regulatory Body (PSRB) requires more detail, PLOs should express general areas of learning rather than specific curriculum details. PLOs can therefore, in many cases, be limited to 8-10 statements. NB – it may be necessary, with some PSRBs, to use additional documentation to show how their requirements are met. The Curriculum Mapping Template assumes 8 PLOs but this may be varied up or down as appropriate. PLOs should, with the exception of certain modules, be tested in many different modules. Using the indicators of "Introduced", "Developed" and "Assessed" will help to demonstrate progression through the programme.

¹ PLOs are different to programme aims. Programme aims are the broad intentions and orientation of the programme of study; i.e. they articulate what the programme offers the student.

² FHEQ: The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland.

Condonation and non-condonation of modules

A qualification may only be awarded if the student has met all the learning outcomes for the programme, and the University's assessment regulations require the identification of any modules which cannot be condoned for the purposes of making the award. In mapping modules to the PLOs, the Curriculum Mapping Template is used to identify those modules which cannot be condoned otherwise the PLOs will not have been met. The general principle here is that any allowable combination of modules for the programme should involve testing all the PLOs, preferably testing most of them more than once. This will usually involve compulsory modules but may also involve combinations of optional modules. However, in some cases it may not be possible to test a PLO in more than one module (e.g. for major projects and dissertations). In such a case the module concerned needs to be declared "non-condonable". **Where a PLO is tested in just two modules, it needs to be noted that these modules may not both be condoned for the same student.** Non-condonable modules should be indicated on the Curriculum Mapping Template with an asterisk.

Assessment mapping

Assessment mapping is done through both the Assessment Mapping Template and the Curriculum Mapping Template.

Assessment Mapping Template

The Assessment Mapping Template is a complementary document to the Curriculum Mapping Template. It provides a summary of the assessment methods and weightings used, facilitating consideration of the assessment strategy.

Curriculum Mapping Template

Module assessment tests the achievement of both module learning outcomes and PLOs, and the assessment strategy for a programme should align with the aims and learning outcomes. Indicating in the Curriculum Mapping Template those modules through which a PLO is assessed provides transparency as to how this alignment is achieved and shows progression through the programme.

Use of the templates

Design and approval of new programmes and modules

Both the Curriculum and Assessment Mapping Templates should be used at the point of course design and development and viewed as a tool to assist with this stage of the process. They should be completed for the programme and module approval stage and submitted alongside the CAIT proposal to the faculty teaching committee. The templates will assist faculty teaching committees in their scrutiny of the programme and modules, enabling them to more easily assess the curriculum and assessment features of the programme and its overall coherence and integrity.

Amendments to programmes and modules

Amendments to programmes and modules may impact on PLOs and the assessment strategy for the programme. Both mapping documents should therefore be used in reviewing proposed changes and any amendments made to the mapping information made as appropriate. Where a proposal has to be approved by the faculty teaching committee, the mapping documents should be submitted alongside the CAIT proposal. This will enable the faculty teaching committee to see if and how the changes impact holistically on the programme.

Programme monitoring and review

Departments may find the mapping documents useful for reference in their **monitoring and review** of modules and programmes. **External examiners** will also find them to be useful reference documents in evaluating the programme's curriculum and assessment.

Student information

It may be helpful to include the mapping documents in the **department's student information**, so students are able to see clearly how their programme of study fits together, how it is assessed overall and which modules are non-condonable.