QUESTIONS TO PROMPT DISCUSSION AND INTERPRETATION OF THE CURRICULUM MAP BY THE PROGRAMME TEAM

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]*