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**Curriculum Map**

Curriculum mapping or auditing is a good way to stimulate discussion about coherence. The map provides a design aid to help identify where the programme outcomes are being developed and assessed within the programme. The map makes the learning outcomes transparent and enables the programme team and validation panel to see which programme outcomes are fulfilled by which modules. It enables the programme team to see whether:

* any outcomes are too heavily weighted, (e.g. if an outcome occurs in several modules).
* any outcomes are insufficiently addressed; (e.g. can a student avoid a key outcome by a particular choice of modules?).
* there are any learning outcomes that do not contribute to the programme learning outcomes/level outcomes? If so why are they included?.
* there is any unnecessary duplication of content and delivery.
* all students are given sufficient opportunity to achieve all the outcomes; (e.g. is a key outcome assessed by examination(s) only and can it be avoided by a student’s choice of answers).
* the programme is balanced and coherent.

Please complete the table below, adapting the number/level of modules and number of programme outcomes as applicable to the structure of the programme.

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| **Insert Programme Name** | **Programme learning outcomes***Please add/remove columns as required.* |
| **Module Level** | **Module Code** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
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| Level 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Please list the Programme Learning Outcomes***Please add additional rows as necessary* |
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| 2. | 10 |
| 3. | 11 |
| 4. | 12 |
| 5 | 13 |
| 6 | 14 |
| 7 | 15 |
| 8 | 16 |