Mapping Programmes

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• It all started at an MSc in Digital Education away day . . .

• . . . HEA funded Transforming Assessment Pilot
• What?

  – Explore the use of tools that aid in the visualisation of programme and course structure with embedded assessments
• Why?
  – Give students agency in their own learning
  – Focus on multiple learning styles and learning for life
  – Transparent processes
  – Highlight bunching of assessment
  – Balance assessment – formative and summative
  – Identify gaps in learning outcomes
• How?
  – MapMyProgramme, University of Greenwich
    • Assessment scheduling and weighting
  – COM:MAND, University of Edinburgh
    • Learning outcome mapping
  – Path, University of Edinburgh
    • Programme builder
A student started **decision support project** for **aiding course choice** and **building degree programmes**.

Piloted across **three schools** in 2013/4 academic year.
Fundamentals of Pure Mathematics

Description

This is a first course in real analysis and a concrete introduction to group theory and the mathematics of symmetry.

Assessment

Breakdown

- 85% Written examination
- 15% Coursework

See ‘Breakdown of Assessment Methods’ and ‘Additional Notes’ above.

Future courses

Fundamentals of Pure Mathematics

20 Credits • Level 8

Courses Fundamentals of Pure Mathematics is a prerequisite for

Recommendations

72%

of students recommended this course last year.

Based on votes by 18 of 148 enrolled students
The Path “Programme Builder”, allowing students to select courses from an interactive degree programme.
Our students say...

“For students this is invaluable.”

“Useful does not even cut it for Path. It MUST be expanded to other schools.”

“Fantastic site, so much easier to find out info on courses and build and view your timetable…”

“...I wish that I could have used PATH when I was in first and second year to choose my outside courses more carefully, using the student reviews and the prerequisites feature. As it is, I hope to benefit from it choosing my courses for fourth year!”
What’s next?

Expand
Make the service available to more schools & more students

Integrate
Integrate with other University systems & procedures

Enhance
How can we build upon this..?
Summary

• Integrate with University systems
  – Useful interface on to Programme and Course Information Management (PCIM) data
  – Enhancements to Path

• Collaborate with University projects
  – Leading Enhancement in Assessment and Feedback (LEAF) project
  – Programme Pathways Project (PPP) in CHSS

• Further development planned with staff and students . . .
Where did I get to?

Not just to *visualise* assessment types and feedback practices, but students can actively choose electives by course themes, learning activities or learning outcomes.
Where could we go...

Not just *validate* course selections, but help our students make selections to craft well-rounded graduates.

**Activity breakdown**
- Lectures
- Coursework
- Tutorials
- Lab Sessions

**Assessment breakdown**
- 50% Written Examinations
- 20% Practical Examinations
- 30% Coursework

**Transferable skills**
- Research
- Communication
- Speaking
- Group project
- Building
- Team
- Leadership
- Public

**Graduate Attributes**
- Independent work
- Critical thinking
- Team work
- Personal Development
- Communication

Year 1

Year 2

Year 3
Questions?

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You can browse Path at http://path.is.ed.ac.uk/
(you may need to register for a free EASE friend account)