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**Curriculum Mapping** updated 12 Dec 2024

The template below should be completed for any proposed [articulation arrangements](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/CollaborativeArrangements/TypesofCollaboration/Articulation/) with collaborative partners.

It is essential to ensure that students who enter via an articulation arrangement have the prerequisite knowledge and skills to enable them to succeed and complete their degree at Queen’s. The University must also reassure itself that any academic credits accepted from a partner institution are appropriate and equivalent in terms of quality, [UK Framework for Higher Education Qualifications](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks) level, credit value and content. The proposer must also consider the impact on any [Professional, Statutory and Regulatory Body](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeApprovalandReview/ProgrammeManagement/ProfessionalStatutoryandRegulatoryBodiesPSRBs/) (PSRB) requirements so as not to jeopardise the accreditation status of the final award.

The following template should be used to map the partner programme to the relevant level outcomes of the corresponding Queen’s programme.

You will want to consider requesting the partner’s programme specification and following partner information for each module - module title/code/level, module description, content and assessment (English version) - and undertaking a review of published information on the partner’s website

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| 1. **Overview Details (Please complete for each Queen’s degree programme)** | | | | | | | | | |
| **QUB Proposer Name** | | |  | | Role | |  | | |
| **Proposing QUB School** | | |  | | | | | | |
| **Proposed Partner Name** | | |  | | Website | |  | | |
| **Proposed Partner Country** | | |  | | | | | | |
| **Proposed Point(s) of Entry at Queen’s, i.e. year/level/stage 2 or 3** | | |  | | | | | | |
| **Title of Queen’s programme(s) involved in the articulation** | | | | | | **Title(s) of partner institution programme(s) involved in the *articulation***  *Please provide weblinks or URLs to programme details if available* | | | |
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| **Level of Partner Programme to ensure equivalency with** [**UK FHEQ**](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks) | **Duration of partner programme** | **Language of partner programme delivery** | | **Method of Teaching and Assessment Delivery\*** | | | | **Total Number of** [**Student Engagement Hours**](file://ads.qub.ac.uk/staffdfs/Staffshared2/AcadAff/Educational%20Governance%20and%20Partnerships/Collaborative%20Provision/Articulations%20Review%202023/Proposed%20form%20changes/Curric%20Mapping/Study%20Regulations%20for%20Undergraduate%20Programmes%20|%20Academic%20%26%20Student%20Affairs%20|%20Queen%27s%20University%20Belfast%20(qub.ac.uk)) **of partner programme per year used for the credit to enter QUB** | **Details of Pre-Entry Requirements to the Partner programme\*** |
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| *\*Add as an appendix where appropriate.* | | | | | | | | | |

*(Note Some countries i.e. China have 4-year degree programmes so learning outcomes need to be mapped to appropriate level)*

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| 1. **Programme Level Mapping and Assurances - Evidence of partner programme level equivalence to QUB programme**   *This section must be completed by an academic or academics familiar with the disciplines being considered.*  *NB You may prefer to map in an alternative way but need to ensure that it demonstrates that* anyone who enters the University through this articulation agreement has satisfactorily met the learning outcomes associated with any modules for which they are gaining exemption, and that such students will not be at any disadvantage when compared to other students on the programme. | |
| **Queen’s Programme Learning Outcomes** | **Equivalent Partner Programme Learning Outcomes** |
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| **QUB Programme Skills and Attributes** | **Equivalent Partner Programme Skills and Attributes** |
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| **Identification of Gaps/Evaluation of Findings/Any Required Actions** | |

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| 1. **Suggested Module Level Mapping Approach**  * *This section must be completed by an academic or academics familiar with the disciplines being considered.* * *Matching of Learning Outcomes/subject content at the appropriate level should be done by Module. Expand the table as required to ensure that all modules are included.* **NB The evidence may sit across several modules** * Please detail where the equivalent required content can be found in the partner modules. Comment on the extent to which the partner module goes into appropriate depth and identify any gaps in knowledge or skills that require addressing. * *If the External Institution’s modules are smaller/larger (CATS) than those delivered on the Queen’s Programme, you may need to include units more than once to demonstrate full alignment.* * *NB You may prefer to map in an alternative way but need to ensure that it demonstrates that* anyone who enters the University through this articulation agreement has satisfactorily met the learning outcomes associated with any modules for which they are gaining exemption, and that such students will not be at any disadvantage when compared to other students on the programme. | | | | | | |
| **Queen’s Module Title, Module Code and Level** | **CATS** | **Corresponding Partner Module Title(s), Code and Level** | **Credit** | **Partner Module Assessment Methods and Weightings** | **QUB Module Learning Outcomes Met** | |
| **Knowledge**  **Yes/No** | **Skills**  **Yes/No** |
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| 1. **Other Required Actions**   Some considerations:   * Where required content from the Queen’s programme(s) is not covered by the partner programme, or where they are covered only by optional modules, please indicate below what alternative arrangements or additional entry requirements would be required to support the proposed articulation route(s) e.g. Will students be required to select any specific optional modules at the partner institution to be eligible for articulation and can this be accommodated by the partner? Any bridging support needed? * Does additional support need be provided for partner students at the partner institution prior to arrival at QUB or by the QUB School before or after enrolment at QUB to address any knowledge/skills gaps? * Will students be prohibited from selecting any Queen’s optional modules for which they do not have sufficient experience? * Are there any Professional, Statutory, Regulatory Body (PSRB) considerations? * Are there any planned reviews to the partner’s programme(s) and if so, how will this impact on the currency of this mapping? * What are the partner’s delivery methods for its programme(s) and will students need support if different to University methods of delivery? * How well does the partner institution prepare the students for successful study at QUB? This should consider preparation for the QUB student experience, living considerations and taking classes in English. | |
| **Area:** | **Identified Action(s) to Mitigate Gaps/Requirements** |
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| 1. **Curriculum Mapping Assurance** | |
| The mapping demonstrates that this partner programme(s) satisfactorily meets the learning outcomes associated with any modules for which they are gaining exemption | **Fully / Yes, subject to restrictions / Yes, subject to further actions / No.** |

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| **6. School Review Outcome** | **Name/Committee** | | **Date** |
| Mapping carried out by |  | |  |
| Mapping Reviewed By |  | |  |
| School Management Board Endorsed | Yes/No (please explain the reason for the decision) | |  |
| Please detail any School Recommendations/Required Actions | | | |
| Required Actions/Recommendation | To be met by (add date) | Closed Out (add date and supporting details/update, as appropriate) | |
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