

Curriculum Mapping Revisited: Incorporating National Assessment and Standards

Dr William Ballard (University of Dundee), Dr Emma McLeod (University of Dundee)
wballard001@dundee.ac.uk, emcleod002@dundee.ac.uk

Introduction:

Traditional curriculum maps aim to visualise educational content including Intended Learning Outcomes (ILOs), learning opportunities and assessment. Lack of formal mapping creates challenges for learners with missed learning opportunities, teaching duplication and unclear assessment strategies. We aimed to produce a detailed, area-specific curriculum map for the Foundation Assistantship (FA) placement with reference to the General Medical Council's (GMC's) Student Assistantship Guidance (1) and national assessment standards.

Method:

We created a joint framework (*Figure 1*) including the University of Dundee's ILOs, Outcomes for Graduates (OfG) and Medical Licensing Assessment (MLA) content map (2) (3). Curriculum content was then split into formal and informal learning opportunities before being integrated into the framework. Mapping was undertaken collaboratively with colleagues in medical education to prevent duplication of work and improve feasibility.



Result/Discussion:

The map highlighted:

- Gaps in recognition of vulnerability
- Gaps in identification, safe management, and referral of patients with mental health conditions
- Duplication of pharmacy teaching delivered indifferent areas

Despite this, it demonstrated a wide coverage of outcomes and assessment and directed us towards better constructive alignment.

UoD Foundation Assistantship ILO		OfG Links	MLA Links	Formal Teaching	Identified Opportunities	GMC Assistantship Guidance		Assessment
1	Behave according to ethical and legal principles	2, 4	Content Map: Medical Ethics and Law Human Factors and quality improvement Palliative and end of life care MLA Clinical and Professional Capabilities: Behaves in accordance with legal and ethical responsibilities (including equality and diversity principles)	Adverse Event Review (AER) End of Life Care Communication Skills	General professionalism: punctuality, compassion, respect, taking responsibility for actions, time management, applying ethical principles, appropriate behaviour, candour, engages well with ward activities, communicates well	27d.	Understanding and applying legal and ethical considerations	Submission of AER End of block assessment form

Figure 1

Conclusion:

Detailed, area-specific curriculum mapping is a feasible educational innovation. It outlines impactful, achievable improvements to benefit learners whilst including measurable outcomes. This model is low resource and could be transferable across different clinical specialties and institutions. Future work would involve reproducing this framework within other blocks in the medical school.

References:

1. General Medical Council. Student assistantships [Internet]. Gmc-uk.org. 2024 [cited 2026 Jan 30]. Available from: <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/undergraduate-clinical-placements/guidance-on-undergraduate-clinical-placements/student-assistantships>
2. General Medical Council. Outcomes for graduates [Internet]. www.gmc-uk.org. 2020 [cited 2026 Jan 30]. Available from: <https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/outcomes-for-graduates/outcomes-for-graduates>
3. General Medical Council. MLA Content Map - Medical Licensing Assessment [Internet]. General Medical Council; 2021 Mar [cited 2026 Jan 30]. Available from: https://www.gmc-uk.org/cdn/documents/mla-content-map_.pdf-85707770.pdf