**Curriculum Alignment tool: An example**

The table below is informed by the idea of a blueprint. “*A blueprint specifies all the elements of performance relevant to the assessment so that appropriate samples of activity and corresponding methods can be selected according to their relative importance to the overall assessment process. In blueprinting, the essential elements of the assessment are arranged on a multidimensional grid*” (Crossley, et al., 2002). The purpose in tabulating teaching and learning activities, learning outcomes and assessment is to ensure the quality of the curriculum is upheld (Biggs, 1999). For students the table may help to show the link between the teaching activities and how they will be assessed. For teachers the table can illustrate the key academic activities in the course at a glance.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific learning outcome – (knowledge and Skills)** | **Content Delivery** | | **Learning Activities** | | | | | | **Summative Assessment Criteria** *(any method of assessment that is given a mark/grade is a summative assessment)* | |
|  | **Mode** | **Tool** | **Asynchronous** | | **Synchronous** | | **Formative assessment** | | **Assign type** | **Tool** |
|  | | | **Activity** | **Tool** | **Activity** | **Tool** | **Activity** | **Tool** |
| 1. e.g. Describe and apply the principles and practice of muscle strengthening |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |

**To learn more about the idea of blueprinting see:**

* <http://www.faculty.londondeanery.ac.uk/e-learning/structured-assessments-of-clinical-competence/blueprinting>
* Coderre, S., Woloschuk, W., & McClaughlin, K. (2009). Twelve Tips for blueprinting. Medical Teacher, 31, 359-361.
* Raymond, M. R., & Grande, J. P. (2019). A practical guide to test blueprinting. *Medical teacher*, *41*(8), 854-861.

**References**

* Biggs, J., 1999. Teaching for quality learning at university, Assessing for learning quality: II Practice. Buckingham: SRHE and Open University Press.
* Crossley, J., Humphris, G. & Jolly, B., 2002. Assessing health professionals. Medical Education, Volume 36, pp. 800-804.
* Nitko, A. J., 2001. Educational assessment of students. 3rd ed. Upper Saddle River, N. J. Merrill: Prentice Hall