



## Achievements and plans to date

Curriculum 2010 is a three year initiative which aims to implement the course related objectives of the Teaching and Learning Plan<sup>1</sup>. This document is intended as an overview and summary of what has been achieved to date, what is planned, and what remains to be implemented. C2010 has five main tasks:

- Task 1: Redefine the philosophical underpinnings and pedagogical emphases and the shape, structure and consistency of the Curtin award.
- Task 2: Establish course sustainability
- Task 3: Implement Comprehensive Course Review
- Task 4: Implement Annual Course Review
- Task 5: Course management

### Task 1: The Curtin Award

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- We have a set of *Guiding Principles for Bachelor Degrees* which accompanies the *Regulations for Bachelor Degrees*<sup>2</sup>;
- Majors in our large undergraduate degrees are being rebuilt in a consistent structure, and from 2010, students will be able to ‘mix and match’ these majors from Arts, Commerce and Science<sup>3</sup>;
- We will shortly commence work on revising postgraduate degrees in a similar way
- The emphases in the Curtin award are the basis for **Curtin’s triple-i curriculum model**: that is, there are three main areas which we already focus on that we wish to enhance—industry (particularly graduate employability), international/intercultural/indigenous (global citizenship), and interdisciplinarity (rich educational choices);
- To contribute towards enhancing the teaching-research nexus, we will initiate a peer-reviewed *Journal of Learning and Teaching for Graduate Employability* and encourage publication from Curtin and beyond of scholarly reflections related to this broad topic.

<i>i</i>	industry	<ul style="list-style-type: none"> <li>• Assessments focus on graduate employability and industry-readiness</li> <li>• Work-integrated learning, internships, work placement</li> </ul>
<i>i</i>	international intercultural indigenous	<ul style="list-style-type: none"> <li>• All Graduate Attributes (and particularly 7 and 8—international and intercultural and indigenous) are contextualised, embedded, assessed in every course and major</li> <li>• Units to have modules highlighting international, intercultural, indigenous perspectives</li> </ul>
<i>i</i>	interdisciplinary	<ul style="list-style-type: none"> <li>• By 2010 students will be able to mix and match majors across Commerce, Arts and Science</li> <li>• Encourage more breadth through electives</li> <li>• Inter-professional experience</li> </ul>

<sup>1</sup> For full background information see <http://c2010.curtin.edu.au/local/docs/prelimdocument.pdf>

<sup>2</sup> See <http://policies.curtin.edu.au/policies/viewpolicy.cfm?id=d85e407b-f634-11dc-9490-45785751f674>

<sup>3</sup> Latest information is available in *Review of Undergraduate Majors* downloadable at <http://c2010.curtin.edu.au/discussion/index.html>

## Task 2: Course sustainability

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We have undertaken extensive research on a model of sustainability<sup>4</sup>, and we are currently finalising a flow chart which can be used to alert us to issues around sustainability. The flow chart focuses on:

1. **Viability** of the course
2. **Quality** of the course
3. **Relevance** of the course

Indicators for each criterion are to be refined and agreed, and relate to the triple-i curriculum model.

## Task 3: Comprehensive Course Review

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Over 100 courses and majors are now in this process which is informed by two main tools:

1. The Needs Analysis Tool is a set of comprehensive data on key national performance indicators for teaching and learning and reflections which captures the perspectives of current students, recent graduates and employers and industry stakeholders. The Needs Analysis includes comprehensive feedback through from two new surveys: *eVALUate Graduate* and *eVALUate Employer*<sup>5</sup>;
2. The Curriculum Mapping Tool shows all the units, including the syllabus, learning outcomes (and which Graduate Attributes they relate to), assessments (and their alignment with learning outcomes) and the level of thinking (using Bloom's taxonomy).<sup>6</sup>

## Task 4: Annual Course Review

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Annual Course Review was implemented for the first time in 2007 using course review data from the Strategy and Planning Information Reportal and *eVALUate Course Summary Reports*. The process is now being refined for 2008.

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<sup>4</sup> See Ferns, S., Oliver, B., Jones, S. & Kerr, R.. (2007). *Course sustainability = relevance + quality + financial viability* Peer-reviewed paper presented at the Evaluations and Assessment Conference, Brisbane. Available at [http://www.eac2007.qut.edu.au/proceedings/proceedings\\_ebook.pdf](http://www.eac2007.qut.edu.au/proceedings/proceedings_ebook.pdf)

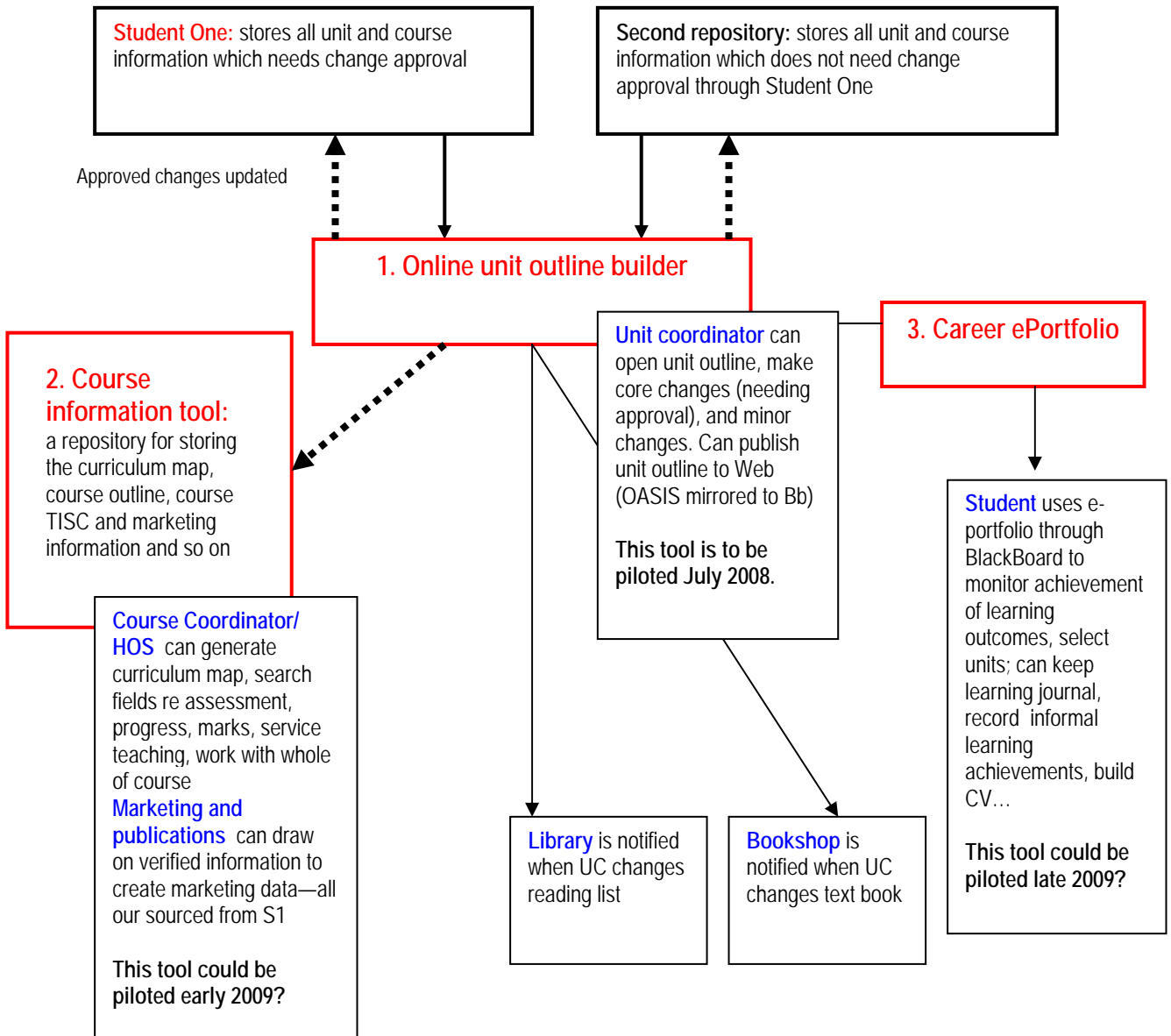
<sup>5</sup> See Oliver, B., Jones, S., Tucker, B., & Ferns, S. (2007). *Are our students work-ready?: Graduate and employer feedback for comprehensive course review*. Peer-reviewed paper presented at the Evaluations and Assessment Conference, Brisbane. [http://www.eac2007.qut.edu.au/proceedings/proceedings\\_ebook.pdf](http://www.eac2007.qut.edu.au/proceedings/proceedings_ebook.pdf)

<sup>6</sup> See Oliver, B., Jones, S., Tucker, B., & Ferns, S. (2007). *Mapping curricula: ensuring work-ready graduates by mapping course learning outcomes and higher order thinking skills*. Peer-reviewed paper presented at the Evaluations and Assessment Conference, Brisbane. Available at [http://www.eac2007.qut.edu.au/proceedings/proceedings\\_ebook.pdf](http://www.eac2007.qut.edu.au/proceedings/proceedings_ebook.pdf)

## Task 5: Course management

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Several tools are currently being built to ensure we have version control of unit materials—that is, that unit outlines convey the information in Student One—and that we have easy access to course information in one location. These two tools—the Unit Outline Builder and the Course Information Tool—are explained diagrammatically below.



## How might we embed the triple-i curriculum model using the Career ePortfolio?

A third tool—the student’s Career ePortfolio—is currently under discussion, and may afford an exciting opportunity for embedding the **triple-i curriculum model**. It is predicated on the concept of the curriculum vitae—a space where students can reflect on and record their life experience and learning—and continue to use this, possibly beyond graduation.

**Curriculum vitae** -n a brief account of a person’s education, qualifications, and previous occupations, sent with a job application. – ORIGIN Latin, ‘course of life’. (Oxford English Dictionary)

		Curriculum Vitae	
	<b>Assessment</b>	Formally assessed	Self-assessed
	<b>Repository</b>	<b>Student One</b>	<b>Career ePortfolio</b>
	<b>Product</b>	Award certificate, academic transcript, supplementary statement of achievement (also includes some non-assessed activities)	Printable record, CV template
<i>i</i>	<b>industry</b>	<ul style="list-style-type: none"> <li>Assessments focus on graduate employability and industry-readiness</li> <li>Work-integrated learning, internships, work placement</li> </ul>	<ul style="list-style-type: none"> <li>Part-time and full-time work experience</li> <li>Volunteering, community service</li> <li>Project Work</li> <li>Career development activities</li> </ul>
<i>i</i>	<b>international intercultural indigenous</b>	<ul style="list-style-type: none"> <li>All Graduate Attributes (part. 7 and 8) contextualised, embedded, assessed in every course and major</li> <li>Units with modules highlighting international, intercultural, indigenous</li> </ul>	<ul style="list-style-type: none"> <li>Languages spoken</li> <li>Languages studied</li> <li>Hosting a student from elsewhere</li> <li>Study abroad</li> <li>Cultural immersion</li> </ul>
<i>i</i>	<b>interdisciplinary</b>	<ul style="list-style-type: none"> <li>Mix and match majors</li> <li>Breadth through electives as appropriate</li> <li>Modules within units</li> <li>Inter-professional experience</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary teams and projects</li> <li>Activities beyond one’s discipline</li> </ul>
	Graduation Then what?	<b>Postgraduate studies</b>	<b>Alumni Career networking CV enhancement</b>