Curriculum 2010 is a three year initiative which aims to implement the course related objectives of the Teaching and Learning Plan. This document is intended as an overview and summary of what has been achieved to date. Highlights in this update include:

- Latest developments in the triple-i curriculum and Curtin's iPortfolio
- Draft Course Sustainability Indicator out for consultation
- A new teaching team survey (an ALTC-funded project) will capture the course teaching team's self-reported capability to assess graduate attributes and employability skills
- An Assessment Matrix will provide visuals of the types and weighting of assessment across the course and the relative success of students
- Guidelines and dates for this year's Annual Course Reviews

**Task 1: The Curtin Award**

Curtin plans to adopt the triple-i curriculum. This means that, in addition to student achievement of Curtin’s nine graduate attributes, there are three aspects of the curriculum we wish to enhance: industry (graduate employability); indigenous, international, intercultural perspectives (global citizenship) and interdisciplinary (rich educational choices and interprofessional learning). Exactly what this means in practice, and how adoption can be measured, is to be determined by the Curtin community. A series of consultative forums have commenced to consider and add to the draft text in the table below. Input will be collated into a report to UTLC and relevant committees.

- A working party has commenced and will meet fortnightly on interdisciplinarity in the curriculum
- A Forum on indigenising the curriculum will shortly be hosted by the Centre for Aboriginal Studies.
- A Forum on internationalising the curriculum and ensuring intercultural capability, was hosted by International Office on August 20 and representatives from OTL and International Office participated.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>industry (graduate employability)</td>
<td>achievement of all Curtin’s graduate attributes, ensuring assessments throughout the course provide students with comprehensive and coordinated opportunities for work-integrated and career development learning, scenario-based problem-solving, and critical reflection on real or simulated work-based experiences related to their course and aspirations</td>
<td></td>
</tr>
<tr>
<td>indigenous international intercultural (global citizenship)</td>
<td>achievement of Curtin's graduate attributes 7 (international perspective) and 8 (intercultural understanding) ensuring assessments throughout the course provide students with opportunities to demonstrate that they can consider issues from a global perspective, are culturally capable, and respect and value diversity and social justice</td>
<td></td>
</tr>
<tr>
<td>interdisciplinary (rich educational choices)</td>
<td>providing students with rich educational choices beyond the narrow confines of a single discipline, including opportunities such as achieving interdisciplinary majors, working in cross-disciplinary or interprofessional teams to solve complex problems, and completing elective units or modules</td>
<td></td>
</tr>
</tbody>
</table>

To create and share this curriculum, we need preparation and resources: in your view, what are our current strengths (and how might these be maintained) and where are the gaps (and how might these be addressed)? How might staff model the values inherent in the triple-i curriculum?
• We have a set of Guiding Principles for Bachelor Degrees which accompanies the Regulations for Bachelor Degrees.¹
• From 2010, students will be able to ‘mix and match’ majors rebuilt in a consistent structure from Arts, Commerce and Science. C2010 Review of Undergraduate Majors reports on progress and includes deadlines for completion of the review of each major.
• A working party has commenced on the launch of the Journal of Learning and Teaching for Graduate Employability. The Curtin-hosted Teaching and Learning Forum will focus on a similar theme.
• A working party of Courses Committee is currently drafting the Postgraduate Degree Regulations and will be available for university wide feedback shortly.
• Engaging learning spaces: Forums help in each faculty 25-28 August. Staff and student input will be collated into a report to UTLC on what sorts of formal and informal spaces would assist to engage students in learning.

Task 2: Course sustainability
As a result of extensive research on a model of sustainability², a draft flow chart for early indications of unsustainability (known as the Course Sustainability Indicator) is out for comment. The flow chart focuses on; Course Financial Viability (based on average commencing enrolments and retention of commencing students over the previous five years), Quality of the course (based on student feedback) and Relevance (graduate and employer feedback). Indicators for each criterion are to be refined and agreed, and relate to the triple-i curriculum. Unit and course indicative costing can be determined using the Unit Cost Indicator, currently in its final stages of development and shortly to be downloadable from the C2010 website.

Task 3: Comprehensive Course Review
To date, 34 courses have completed review and 98 are in progress (this includes very large courses such as the Bachelor of Commerce). Due to a multitude of factors, including competing demands on teaching staff, progress in completing reviews is sometimes patchy. For this reason, the C2010 team will include target completion dates for each course and report on these on a monthly basis. Three tools are pivotal to comprehensive course review:
• The Needs Analysis Tool, which includes an assessment of a course’s progresses towards embedding the triple-i curriculum, draws on comprehensive data from key national and Curtin performance indicators which capture the perspectives of current students, recent graduates and employers and industry stakeholders. It includes two new surveys: eVALUate Graduate and eVALUate Employer³. A third survey, to be developed through an ALTC-funded project will capture the course teaching team’s self-reported capability to assess graduate attributes and employability skills in related professions.
• The Curriculum Mapping Tool shows all units in the course (the syllabus, learning outcomes and the Graduate Attributes to which they relate, assessment alignment with learning outcomes and the level of thinking they require (using Bloom’s taxonomy)).⁴ The map also shows how and where the Graduate Attributes are contextualised, embedded and assessed across the course.
• The Assessment Matrix is in development: this tool will provide staff with summary data of the types of assessment, timing and weighting of assessments across the course, and the relative success of students (based on Student One’s Distribution of Scores report).
• A working party has been developing Curtin definitions of Moderation, Scaling and the Quality Assessment Cycle. A pilot project is currently underway to explore solutions to enable unit coordinators to effect moderation in a timely manner.
• A survey has been developed to gather feedback on large service taught units across the University. The feedback from the surveys is made available to unit coordinators to inform the review process of a service taught unit.
• Engaging learning spaces: Forums help in each faculty 25-28 August. Staff and student input will be collated into a report to UTLC on what sorts of formal and informal spaces would assist to engage students in learning.

¹ See Curtin University Policies
Task 4: Annual Course Review

A revised proforma for Annual Course Review reporting has been developed in response to feedback from respondents in 2007. Unfortunately delays have been experienced in uploading the 2006 graduate CEQ data due to staff workloads in University Planning and Strategy and this has only just been completed. Notification will go out to Heads of Schools during the week beginning 25th August outlining the process and indicating which courses need to submit an Annual Course Review by 30th September.

Task 5: Course management

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 are the Unit Outline Builder and the Course Information Tool.

- A Courses Policy and Procedure manual is currently being prepared which is a consolidation of existing policies and procedures related to course approval and management and will enable the user to have a single reference point once completed.
- **Curtin's approval process for new postgraduate courses** including robust market research on the likely success of potential new courses has been developed and is currently being piloted.
- As courses are discontinued or revised versions following Comprehensive Course Review are completed, appropriate transition arrangements for students are being ensured.
- Close liaison with University Admissions, International Office and Publications is occurring to ensure that updated course information as a result of Comprehensive Course Review is accurately reflected in external publications.
- Regular meetings are held with Faculty Student Services staff to ensure Faculty staff are kept informed of course changes and can advise students appropriately.
- Enhanced audit procedures on S1 to ensure that course information is accurate and updated.

**Embedding the triple-i curriculum using Curtin’s iPortfolio**

There has been discussion in recent months of adopting a university-wide ePortfolio system. Staff experienced in using portfolios have formed a working party. To date, the emerging consensus is that the portfolio—to be called an iPortfolio to link to the triple-i curriculum—is designed to foster learning, and to allow the student to capture, store and re-use artefacts (such as digital text, video, image, voice) which record their progress in their learning journey in both formal learning experiences (in class, in assessed work, in work and clinical placements) and informal work experiences (in paid work, volunteering, interest groups and extra-curricular activities). Activity in the iPortfolio can be for credit, or not-for-credit. The following scenarios illustrate possibilities in an iPortfolio with three central storage tabs linked to the triple-i curriculum. A mock-up of the concept appears overleaf. Examples of how the iPortfolio might be used for learning include:

- A unit requires the student to create an artefact which is typical of that required in the student’s future career (e.g. an Engineering Report). Engineering 100 (hypothetically) has three assessment points—one of which is a stage in the development of the Engineering Report. As students work on each stage, they store their “works in progress” in the iPortfolio: teaching staff, peers and external assessors wishing to audit samples of student work can view and provide feedback. A week before each assessment stage deadline, feedback and the opportunity to view peers’ work closes, and assessments are formally submitted through BlackBoard.

- A Pharmacy student on placement discusses a recent patient interaction with the Pharmacist. The student records the audio or video of the interview on her iPhone and sends it (along with text of her critical reflections) directly to her iPortfolio. When next online, she places the files in the appropriate section of her iPortfolio. She may or may not wish to make this artefact accessible by peers, teaching staff, or potential employers.

- While completing his Bachelor of Commerce, and using the iPortfolio in ways similar to those described above, a student decides he would like to earn recognition for his extra-curricular involvement relating to the triple-i curriculum. Because he wishes to be issued with an authorised certificate (such as the Supplementary Statement of Achievement), he registers online within the iPortfolio, and begins collecting and storing evidence and critical reflections—digital texts, PDFs, video, voice, and so on—related to the triple-i’s. To guide him, he uses online modules built into the iPortfolio: each semester, he completes a module, and his progress is recorded and visible—he may wish to make this accessible to teaching staff, peers and potential employers. In his final semester, he registers to have his learning formally accredited and secures an appointment with the Triple-i Accrediting Officer. He receives his Supplementary Statement at graduation.

- The same student wishes to retain his iPortfolio beyond graduation: this allows him to retain links with peers and teaching staff, and direct potential employers to artefacts stored in the iPortfolio. He would also like to add new evidence as he commences his professional career. Because he is a financial member of Curtin Alumni, he retains his iPortfolio space free of charge, along with the ability to update his Curtin Alumni profile and join Curtin Alumni Career Networks.

An Academic Board Forum will be held to explore these concepts on Wed 17 September 12 to 2pm.

For more information on any aspect of this update, including joining working parties and attending events, please email Beverley Oliver (B.oliver@curtin.edu.au)
I wanted to learn more about cars, so I joined the extracurricular Motor Sports Team. I used skills like welding, developed during practical classes in my BEng(Mechanical Engineering) course, but further developed these skills with practical shop experience. I learned new skills too, like SANDING! Perhaps more importantly, I worked as a member of a team with engineers from other engineering disciplines.

The Motor Sports Team was initially comprised mainly of engineers. We were keen to work closely with students from design and marketing to develop a brochure and to assist us in recruiting corporate sponsors. We couldn’t have done it without them, and they became key players on our team!

In my role as the Guild Science and Engineering Representative, I’m working closely with this year’s Motor Sports Team to establish it as an official Guild Club, and to recruit new team members and identify future leaders.

What did I learn from all of this?
Delivering a complex machine like an automobile requires teamwork and the coordination of specialists from a broad range of disciplines. We couldn’t have done it without sponsorship, and this meant working closely with marketing and design specialists. From this experience, I developed interdisciplinary teamwork and organization skills. Oh yeah, and I learned a lot about sanding...