Developing and Managing Your Curriculum

Presented by Winthrop Professor Grady Venville
Dean, Coursework Studies
Overview:

Developing New Proposals

Understanding the course development criteria

Managing changes to Your Curriculum

Opportunities and flexibility for change

Operational matters
New Proposals:
Course Development Criteria – Cycle 1 (Undergraduate)

1. Does the major align with the strategic direction of the school/faculty?
2. Structure of major sequence including uniqueness of major
3. Sequential progression of units within the major
4. Embedding research and communication skills
5. Embedding Educational Principles
6. Case for principled exceptions to the rule

For example, prescribing complementary units as a ‘necessary adjunct’ to the major

Undergraduate major

• Single major: 2 + 2 + 4
• Double major: 2 + 4 + 8
New Proposals:
Course Development Criteria – Cycle 2 (Postgraduate Coursework)

- Clarity of Admission requirements
- Length of Course
- Structure
  - Generic degree course
  - Named degree course
- Articulation
- Academic rational and business case
- Teaching

Specifications:
- a) \( 3 + 2 \)
- b) \( 4 + 1 \)
- c) \( 3 + 1 + 1 \)
  - Variant of (c): \( 3 + 1 + \) min. of 2 yrs Professional Experience + 48 points \( (3 + 1 + 1) \)

Upward OR downward articulation

- Appropriateness of assessments
- Any award with distinction must conform with approved UWA norms
- Appropriate of learning modes of teaching

Generic – Multiple specialisations
Named – Single specialisation
Changing Your Curriculum: Opportunities for change

- New academic developments
- Availability of academic staff
- New appointee wanting to make changes
- Faculty Teaching Allocations
- Being responsive to student feedback (e.g. SURF, SPOT)
- Performance of students (e.g. high fail rates)
Changing Your Curriculum:
The ‘Flexibility’ to make changes

‘Flexibility’ to make changes

Why?
To enable continual improvement of teaching and support of student learning

Responsibility for creating an environment that enables ‘Flexibility’ to make changes rests with the academic coordinator

How?
By ensuring that:
1. proposed changes to curriculum are necessary to address the relevant issue
2. learning outcomes and assessment are constructed at a broad level to enable individual interpretation by the teacher
Ensure proposed changes to curriculum are necessary to address the relevant issue

- An holistic academic approach to changing curriculum

- Different method of teaching required?

- Exam too difficult?

- Content not adequately covered?

- Lack of student engagement?
Ensure learning outcomes / assessment items are constructed at a broad level – Example: Broad Learning Outcomes

Submitted for Approval:

<table>
<thead>
<tr>
<th>Example of a unit learning outcome that is broad:</th>
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<tbody>
<tr>
<td><strong>Unit Outcomes (Published in the Handbook)</strong></td>
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Ensure learning outcomes / assessment items are constructed at a broad level – Example 1: Changing Assessment

### Submitted for Approval:

<table>
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<th>Example of unit 1</th>
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<tr>
<td><strong>Unit Outcomes (Published in the Handbook)</strong></td>
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<td>Students are able to (1) acquire a basic understanding of the central topics in psychology and of the relationships between them; (2) understand the basic principles of psychological measurement and experimental design; (3) collect and analyse data relevant to psychological questions and draw appropriate inferences from such data; (4) write research reports and essays relevant to psychological issues; and (5) study the textbook thoroughly, and understand and use the language of psychology.</td>
</tr>
<tr>
<td><strong>Assessment linked to Outcomes (NOT published)</strong></td>
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</tbody>
</table>
| Outcome 1: Final exam  
Outcome 2: Lab report  
Outcome 3: Lab report  
Outcome 4: Lab report  
Outcome 5: Final exam, Lab report, Experimental participation |
| **Assessment (Published in the handbook)** |
| Students demonstrate achievement of the outcomes in a variety of assessment methods which may include an examination, a laboratory report and completion of specific laboratory exercises. |

Additional details provided in Unit Outline as follows:
- Three in-class tests (10 per cent each)
- Three Lab reports (10 per cent each)
- Final open-book exam (40 per cent)
### Example of a unit 2:

| Unit Outcomes (Published in the Handbook) | Students achieve (1) an understanding of the cellular and molecular mechanisms involved in the genetic predisposition, development and progression of neoplasia in humans; (2) an understanding of the role of modifications to oncogenes and tumour suppressor genes in abnormal cell growth as well as factors which influence programmed cell death and mechanisms implicated in tumour angiogenesis, invasion and metastasis; (3) an understanding of the pathobiology of the major types of human cancers including those which occur in the breast, colon and prostate; (4) an understanding of the strategies and possible outcomes of different types of therapies applicable to different types of cancer; (5) laboratory skills through practical sessions which are designed to expose students to a wide range of techniques and methods used to investigate and demonstrate cellular and genetic changes associated with the development of human tumours; (6) a greater depth of knowledge in a specific area of cancer biology through the completion of a basic research project; and (7) skills in synthesis, critique and oral presentation of scientific literature. |
| Assessment linked to Outcomes (NOT published) | The assessment will include a written examination and mid-semester test (LO1 - 4), practical classes and report (LO5-6) and a student seminar (LO6-7). |
| Assessment (Published in the handbook) | This includes practical reports, a research project report, class presentations and examination. |

Additional details provided in Unit Outline as follows:
- Two Lab Reports (7 per cent each)
- Research project including class presentation (26 per cent)
- Mid-semester exam (15 per cent)
- Final Exam (35 per cent)
- Oral Exam (10 per cent)
Ensure learning outcomes / Assessment items are constructed at a broad level – Tip for changing assessment items

Choose an approach that provides the ‘flexibility’ to change when writing statements for assessment items

<table>
<thead>
<tr>
<th>Example</th>
<th>Assessment Statements in Handbook</th>
<th>Implications</th>
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<tbody>
<tr>
<td>Example A</td>
<td>Assessment details are advised in the unit outline</td>
<td>Generic statement provided in the handbook with full details provided in the unit outline</td>
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<td>Example B (preferred to allow for ‘flexibility’)</td>
<td>Students demonstrate achievement of the outcomes in a variety of assessment methods which may include an examination, a laboratory report and completion of specific laboratory exercises.</td>
<td>Broad information provided in the handbook and full details provided in the unit outline</td>
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<tr>
<td>Example C</td>
<td>This comprises progressive assessment through practical exercises and short reports (35 per cent), a practical examination (20 per cent) and a theory examination (45 per cent)</td>
<td>Detailed assessment items provided in the handbook and must be replicated in the unit outline. Note: this option provides no flexibility for change once published.</td>
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UWA Curriculum Management

Information on how to propose new undergraduate and postgraduate curriculum and how to make changes to existing curriculum is available from the UWA Curriculum Management webpages

http://www.teachingandlearning.uwa.edu.au/staff/committees/bcs/curriculum-management