

# The theory is all very well ... but just how *do you tackle first year curriculum design?* A case in **Business**

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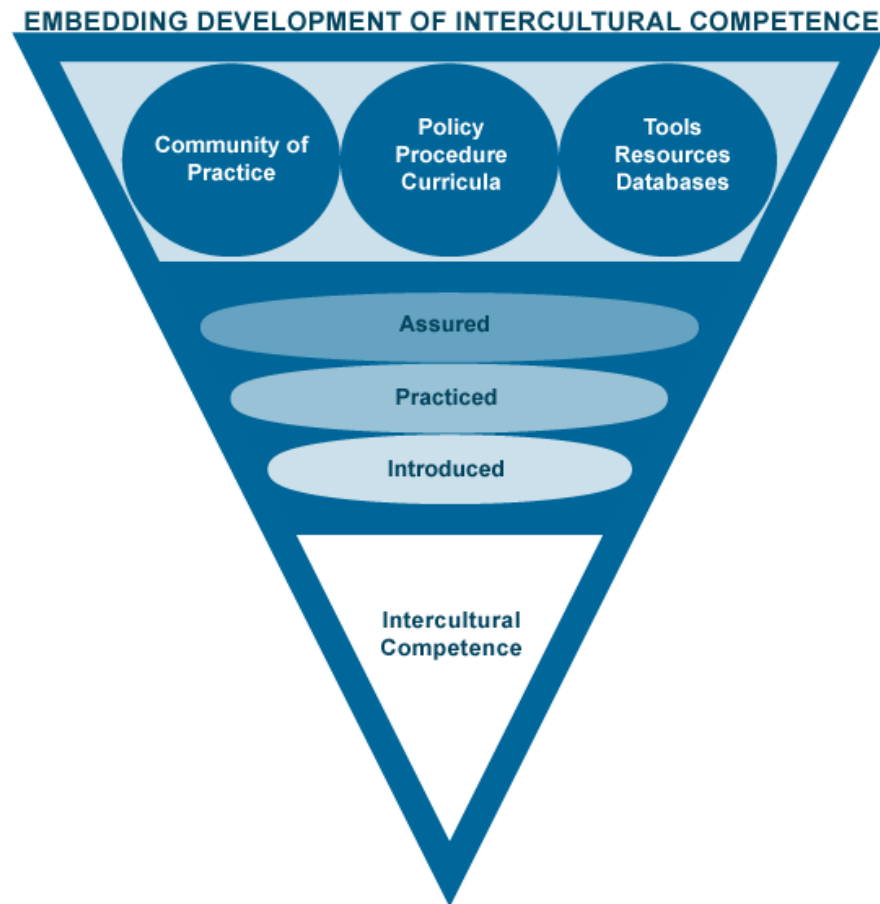
# A case of tackling first year curriculum design?

- Our context and our drivers for change
- The underlying principles
  - an integrated, unifying approach
  - embedded change
- The biggest challenge: how to ‘unsettle’ academic staff and encourage them to ‘buy’ in to the development of first year curriculum? What are the drivers to change culture?

# QUT's Faculty of Business context

- Very large CBD based
- Approx 5000 undergraduate, (6500 with double degrees), 2000 new undergraduate students each year
- 8 faculty UG core units (1200-1500 students each semester) but not a fixed first year curriculum
- Diverse cohort - large numbers of international students
- First full review in 10 years of UG curriculum
- International accreditation
- Assurance of learning at program level

# EDIC project embedding approach



# Embedding FY curriculum design

Embedding change:

1. Policies, procedures and curriculum
2. Leadership and communities of practice
3. Resources, tools and databases

# Embedding first year curriculum design:

## 1 Policies, procedures and curriculum

- University policies - FYE
- Faculty policies - assessment guidelines
- Faculty processes - AoL
- Formal curriculum - aligned and scaffolded; sequentially developed
- Informal curriculum – Business Student Centre, Student learning advisors, 4S just in time seminars, Business Advantage

# Policies: First year assessment guidelines

## Principle:

- Learning and assessment should be structured to enable first year students to ease their transition to University. Understanding assessment requirements and how they are performing early in their course have been identified as critical factors in assisting their transition.

## Recommended guidelines:

- All core units will provide an opportunity for students to have completed and received feedback on their performance by Week 4 of the semester.
- All core units will provide annotated examples of assessment tasks on the unit Blackboard site prior to the student undertaking the assessment task.
- All core units will provide opportunities for students to apply criteria and standards to a sample assessment item to build their understanding of each assessment task and performance requirements.

# Policies, procedures and curriculum:

## Formal curriculum

- Aligned and scaffolded; sequentially developed
- Mapped curriculum against **program** learning goals
- Linked **program** learning goals to graduate attributes
- Created unified purpose across disciplines
- Self identified unit coordinators accepted responsibility for teaching/practising/assessing GA's in core & majors
- Mapped assessment for assessment type, weighting and timing

# Policies, procedures and curriculum: Formal curriculum – aligned

## ‘Tick’ mapping Graduate Attributes

Bachelor of Business	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<i>Discipline knowledge &amp; skills</i>	X	X		X	X	X
<i>Critical thinking</i>	X			X		X
<i>Communication</i>	X		X		X	
<i>Independent and collaborative worker</i>				X		X
<i>Social &amp; ethical responsibility; intercultural competence</i>		X	X			X
<i>Life long learning</i>				X		X
<i>Self reliance and leadership</i>		X		X		

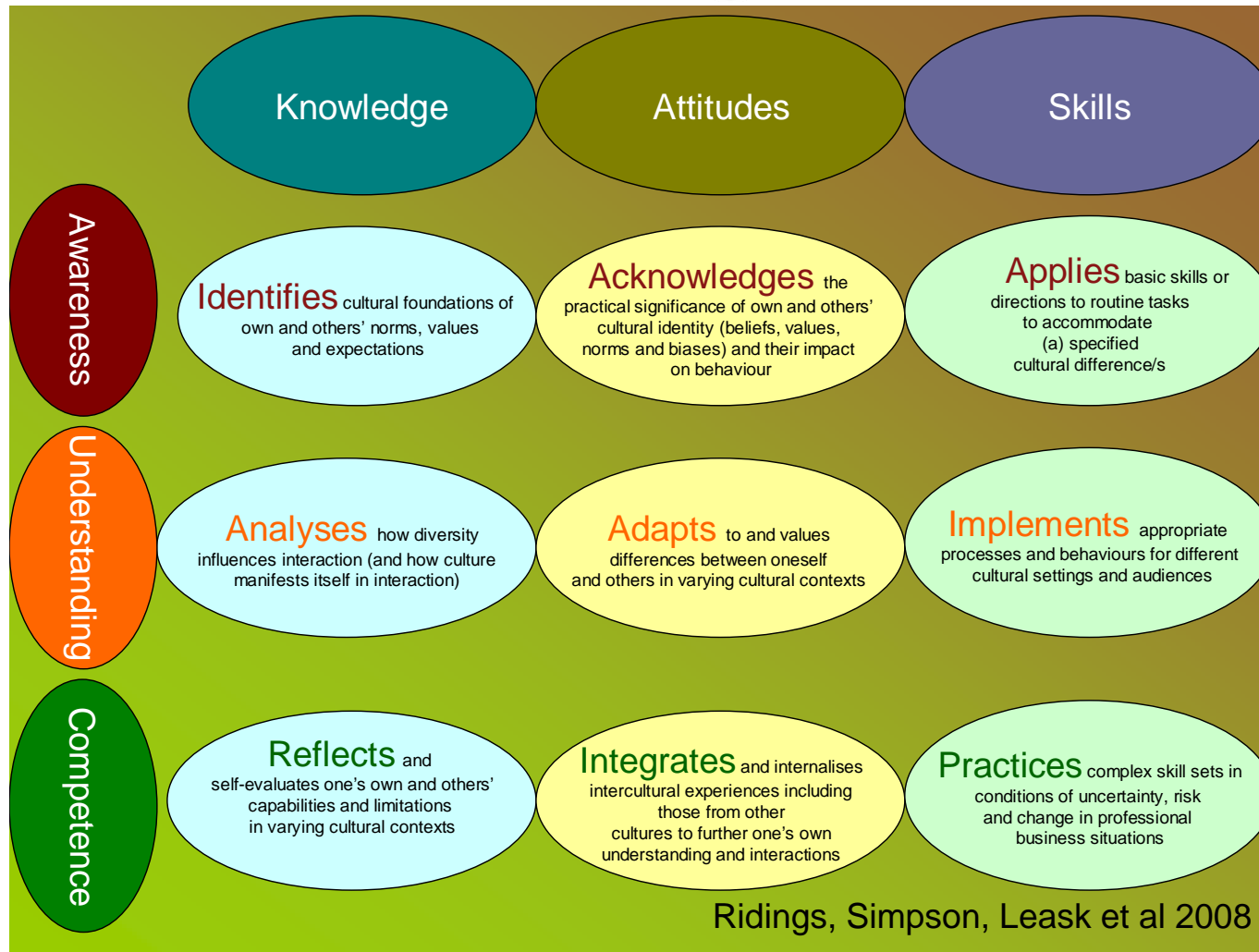
# Policies, procedures and curriculum:

## Formal curriculum – aligned

### Mapping ‘TPA/IDG’ for GAs

Bachelor of Business	YR 1 <b>X</b>			YR 2			YR 3			SEM1 <b>X</b>			SEM2											
Discipline / Course Grad Capability Map	BSB 110						BSB 113						BSB 114						BSB 118					
	T	P	A				T	P	A				T	P	A				T	P	A			
Graduate Capability:				I	D	G				I	D	G				I	D	G				I	D	G
Communication																								
Critical thinking																								
Intercultural comp																								
Leadership																								
Discipline K & S																								
<b>T – taught/discussed; P – practised by students; A – assessed</b> <b>I – at an introductory level; D – developing level; G – graduate level</b>																								

# Policies, procedures and curriculum: Formal curriculum – aligned and scaffolded



# Policies, procedures and curriculum:

## Informal curriculum

### Business Student Centre

One stop shop for ALL Student Enquiries

Level 1 B Block

3138 2050

Email: [bus@qut.edu.au](mailto:bus@qut.edu.au)



### Student learning advisors

4S seminars (study + skills + support = success)

# Policies, procedures and curriculum:

## Informal curriculum Business Advantage

Award-winning personal and professional development program

- Helps graduates contribute effectively as citizens, leaders in the community and competent business professionals
- Skills development
  - Time management, writing skills
  - Life skills - life balance, self assessment and personal planning
  - Business skills - entrepreneurship, leadership
- Builds social/professional networks
- Free and available to all QUT business students



# Embedding first year curriculum design

## 2 Leadership and communities of practice

- VC, DVC (A) and DVC (TQ), Dean of Studies, FYE Dir
- FY/Transitions in
- Dean and Hos, Director of UGS, ADTL
- Faculty Education Committee & Chairs School T&L
- Core unit coordinators
- Discipline area coordinators
- School Teaching and Learning Committees
- Subject area/discipline teams

# Embedded first year curriculum design

## 3 Resources, tools and databases

- External ‘experts’ actively engaged
- Growing staff capability by providing tools and resources
  - FY Curriculum design principles
  - AoL goals
  - ReView – self assessment; feedback
  - Collaborative learning
  - Team based learning
  - Supportive technologies – podcasting, wikis, discussion forums, Elluminate
  - Client service focus training

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## 2007 Ethical Decisions ITEST

## Select Assignment

- Individual / Team Quiz 15%
- Team Assignments 30%
- Reflective Journal 15%
- Case Study 40%

● 3.1 Demonstrated understanding of key ethical question(s) and value(s) relating to the question	
● 3.2 Clarity of core assumptions informing the choice	
▲ 3.3. Correct use of theories to support the stated argument	
▲ 3.4 Versatility of theories used to support the presented argument	
▲ 3.5 Coherence of the argument presented	
◆ 3.6 Clarity of the presented argumentation in convincing the reader to agree with your choice	
■ 3.7 Use of core literature to support the argument.	

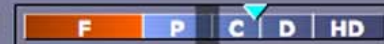
## ▼ Self-assessment slider

## Comments

This was a good presentation and the group performed well together on the day. Whilst your group were coherent in the argument some of the theories used were inappropriate and unsupported by literature. Broader reading of

[Performance Averages](#)[Special Consideration](#)[Penalty \(red markers\)](#)

Total



# Critical success factors

- A deliberate embedding approach:
  - policies, procedures and curriculum
  - leadership and communities of practice
  - resources, tools and databases
- Our unifying goal – AoL goals linked to GA's
- The opportunity to unsettle the status quo
- Local champions who owned the outcome

# Going forward

- Further structuring for success
  - Diagnostic testing and support programs
  - Improved understanding of who our students are
  - Student success project – early intervention
  - Improved support mechanisms eg mentoring particularly for international students