CURRICULUM RENEWAL MODEL

Setting Up Curriculum Renewal Model

Curriculum renewal first starts with establishing the core ENQUIRY process of situational analysis to set the scene or baseline for the curriculum. This core process was conceptualized as having four strands:

1. Context/Compliance – asks what must I do or with what must I be compliant? This may be DIISRTE or TEQSA requirements, Registration and Accreditation Authorities’ standards for specific professions, Academic Board or Senate resolutions for the Institution and its quality assurance processes.

2. Strategy – asks what do we want to do? This may include examination of strategy documents, for example in health related disciplines: Strategy and Priority documents of international bodies such as the World Health Organization, regional priorities in education or health, National Health Priorities, and University and Faculty strategic intentions, in this case the University White Paper and Strategic Plan.

3. Philosophy – asks how do we choose to work with each other, with stakeholders and with students? It asks further what are the values and beliefs we hold about the Discipline under study and the education process?

4. Mutual Accountability (Governance/Quality Improvements) - Here the key question is: what processes must we ensure are in place to enable us to know we can achieve/have achieved the desired outcomes? This may include the development of an appropriate organizational structure, a committee structure to reflect the curriculum administration, quality improvements processes, and data collection tools. Systems to ensure financial and resources accountabilities and allocations are essential at this stage. Financial modeling is a vital part of curriculum development if sustainability is to be achieved and if curriculum in action is to be reflective of curriculum in intention.
### B: CURRICULUM RENEWAL IN ACTION

Iterative curriculum renewal stages with **enquiry** at the core, implemented through **engagement** and **action** strategies which are based on **evidence** and which, in turn, generate evidence for future cycles of enquiry and renewal.

#### ENQUIRY

To document (1) compliance parameters, (2) strategic priorities, (3) Philosophy and (4) mutual accountability strategies.

#### The EEAE Model

<table>
<thead>
<tr>
<th>ENQUIRY</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>Senior faculty champion and leader</td>
<td>All-Staff curriculum planning day – voting on decisions</td>
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<tr>
<td>Curriculum Committee</td>
<td>Dedicated Faculty meetings every 6-8 weeks to review all proposals.</td>
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<tr>
<td>Quality Committee</td>
<td>Membership of three core committees via EOIs</td>
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<tr>
<td>Teaching and Learning operations committee</td>
<td>Monthly staff e-newsletters</td>
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<tr>
<td>Finance committee</td>
<td>Annual closing the loop day to review student evaluations of curriculum and research</td>
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<td>Review of all faculty committees terms of reference in relation to curriculum renewal</td>
<td>Student liaison meetings 2x semester</td>
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<tr>
<td>Research organization</td>
<td>Meetings between Dean and A/Deans with industry leaders</td>
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<tr>
<td>Quality Circles</td>
<td>External Advisory Board for each program</td>
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<tr>
<td>Establish clear devolved financial resource accountabilities, authorities and responsibilities</td>
<td>Academic Board Review</td>
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<td>Meetings with other faculty and portfolio leaders</td>
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<td>Curriculum Accreditation process</td>
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<td>Proposals for Academic Board and Accreditation Council</td>
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#### ENGAGEMENT

- Staff consultation on philosophy
- Staff professional development on pedagogical aspects of new curriculum
- Revision of Staff recruitment, work practices
- Students
- Other key stakeholders

#### ACTION

- Planning Development
- Approval
- Accreditation
- Implementation
- Evaluation

#### EVIDENCE

- Compliance: DIISRTE / TEQSA / AQF requirements
- Registration and accreditation authorities
- Academic Board, Senate and University Quality Assurance requirements
- University and faculty Strategy and priority documents
- Disciplinary & higher education expertise and research literature
- Student and graduate evaluation of existing curriculum
- Peer review of curriculum and teaching practices
- Staff satisfaction
- Graduate Employment statistics
- Industry feedback
- Market research
- Resource renewal assessments
- Budget costing