Using Graduate Attributes and Curriculum Mapping to Enhance Program Coherence

**Introduction:**
In 2007 the Australian School of Business (ASB) undertook a project to contextualise and embed graduate attributes (GAs) within the undergraduate programs of the Faculty. The aim of the project is to further enhance program coherence through integration of GAs and constructive alignment of program goals, learning objectives and assessment rubrics. By involving staff in the process we will be raising their awareness of the importance of incorporating the GAs into their learning and teaching.

While the project comprises five distinct but inter-related phases, this poster demonstrates the progress we have made on the first 3 phases of the project: (1) Market research; (2) Determining program coherence and (3) Defining and mapping ASB GAs. We will also outline our future plans for the remaining phases of the project: (4) Professional development; and (5) Embedding GAs, program coherence and evaluation of the process and product.

**Graduate Attributes & Curriculum Mapping Project**

<table>
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<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3a</th>
<th>Phase 3b</th>
<th>Phase 4</th>
<th>Phase 5</th>
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<tr>
<td>Market Research with stakeholders including industry.</td>
<td>Program Coherency BCom Review</td>
<td>Develop ASB GAs</td>
<td>Mapping Integrating</td>
<td>Professional Development</td>
<td>Embedding Program Coherency &amp; Project Evaluation</td>
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**BCom Review**
1. Structures of BCom - establishing new core subjects 1st year students
2. Establish ASB graduate attributes
3. Feasibility of internships and exchange programs

**ASB Graduate Attributes**
1. Critical thinking and problem solving
2. Communication
3. Teamwork and leadership
4. Social, ethical and global perspectives
5. In-depth engagement with relevant disciplinary knowledge
6. Professional skills

**GA Mapping Workshops**
Conduct workshops for staff in each of the schools:
- Introduction to graduate attributes
- Audit where GAs are assessed in all core subjects for each of the major streams.
- Vertical integration of GAs in the program
- Where to from now?

**Professional Development L&T Workshops**
- e.g., “GA Mapping Workshops”
- “Meeting the Challenges of Embedding Graduate Attributes”
- “Using Teams for Student Engagement”

**Demonstrating Program Coherency through Constructive Alignment**

<table>
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<tr>
<th>July 2009 - 2010</th>
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<tr>
<td><strong>Accreditation</strong></td>
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<tr>
<td>Development of program goals/learning objectives and assessment rubrics for majors</td>
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| **Horizontal Integration** |
| Courses in major streams |

| **Vertical Differentiation** |
| Levels of the major streams |

| **Database of GAs Assessment Strategies** |
| **Evaluation** |
| **Dissemination** |
| **Publications** |

**Market Research**
1. Investigate the perception of BCom by stakeholders
   - Current students
   - Employers
   - Alumni
   - Comparison with other Australian Institutions

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