Planning Summary: 21st CC School Pilots
21st Century Curriculum Project

Start date July 2017
Completion Date: February 2018

Report Date: 21 August 2017

1. Overview

The 21st CC School Pilots support Schools to review and establish the capacity of their courses to embed 'Signature' curriculum elements that draw on the university’s existing partnerships. The pilots are designed to also recognise and accommodate curriculum renewal initiatives already underway in many Schools. Each School’s pilot is negotiated in light of their current priorities, their existing strengths, and to ensure a coherent university-level consideration of a range of degree types and curriculum structures (post graduate, undergraduate, accredited, professional, generalist degrees etc.). The Analysis and Planning Report on current curriculum structure provides the basis for Schools to apply their School's version of that data to a critical examination of their own curriculum. The Index of Course Performance provides an evidence base to support the revision of the School's profile of courses through the Course Load and Planning Group (CLPG). The pilots generate an audit of existing School partnership resources for use in future curriculum renewal and the design of new courses and curriculum elements through the Flagship Curriculum Projects. The School teams are brought together each month throughout the pilots to share their work (Curriculum Scholars Network - Stage 2 Working Group). This ensures consultation on the complementary focus of each School’s pilot. Three key members of each team are supported to participate in the prestigious Higher Education Academy Fellowship scheme to build staff capacity and engagement in the overall 21st Century Curriculum Project (21CC). The pilots also fast track improving the value to prospective students of one or two key load bearing courses in the School for implementation in 2018. At the conclusion of the School Pilots, Schools will identify the remaining degrees to be supported through Curriculum Intensives in 2018 to work through curriculum renewal.

The proposals for more coherent degree structures arising from the pilots will be shared at a University forum. They will provide the basis for an agreed policy framework of Graduate attributes, Signature learning experiences and Curriculum structures, to guide future curriculum development to deliver a distinctive institutional educational value proposition. Developing these new coherent course structures will (i) enable innovation at scale and (ii) facilitate the inclusion of Signature curriculum elements that (iii) clearly communicate to prospective students WSU’s distinctive approach to education. Implementing these new degree structures in 2018 will provide the step change catalyst we require to allow us to embed cross-disciplinary learning and new Future of Work curriculum elements across all degrees. The focus in the pilots on leveraging Partnerships to deliver career relevant learning experiences is supported by the Future of Work Forums initiative that runs in parallel to the School Pilots. The combination of the Pilots and the Future of Work forums establishes the foundations for the development of new future-facing degrees and curriculum in the next initiative.

Outputs:

- Proposals for simplified Curriculum Structures which enable the embedding of Signature learning experiences to offer added value to prospective students.
- A signature institution-wide educational value proposition that complements our re-brand and makes our degrees more competitive to prospective students in the face of enrolment offers from more prestigious universities.
- An agreed policy framework of Graduate attributes, Signature learning experiences and Curriculum structures, to guide future curriculum development to deliver a distinctive institutional educational value proposition.
- Fast-tracked improvement to a priority load-bearing course in each School for prospective 2018 students
- A plan for embedding signature learning experiences in other relevant courses in 2018 supported by Curriculum Intensives.
- A cohort of staff who will form the nucleus of a future engaged community of talented and capable staff to develop new curriculum and degrees.

2. Summary of scope of endorsed 21st CC School Pilots

Through their pilots Schools have prioritised the following degrees for ‘fast-track’ renewal drawing on Future of Work Partnership Pedagogy to embed Signature curriculum elements:

Undergraduate:
- Bachelor of Arts
- Bachelor of Arts (pathway to Primary Teaching)
- Bachelor of Engineering
- Bachelor of Information Communications Technology
- Bachelor of Laws
- Bachelor of Nursing (Advanced)
- Bachelor of Science (suite of degrees)
- Bachelor of Social Science
- Bachelor of Nursing (Advanced)

Postgraduate:
- Master of Business Administration
- Master of Marketing/Master of Business (Marketing)
- Master of Teaching (Secondary STEM)
- Master of Child and Family Health;
- Master of Mental Health Nursing (except the Nurse Practitioner stream);
- Master of Nursing (and Professional Studies stream); and
- Master of Primary Health Care

At the conclusion of the Pilot, each School will identify which of the remaining degrees are to be supported through the next stage of curriculum renewal via Curriculum Intensives in 2018.

The negotiated scope of the School pilots will generate proposals for renewed Course Curriculum Structures in relation to the following degree types:

- Undergraduate generalist degrees (e.g., BArts, BScience, BBusiness)
- Undergraduate degrees with professional accreditation (e.g., BEng, BAccounting, BNursing)
- Undergraduate degrees with pathways to professions (e.g., BArts with pathways to Primary Teaching)
- Postgraduate generalist degrees (e.g., Grad Cert/Dip in Continental Philosophy, MSocial Science)
- Postgraduate degrees with professional accreditation (e.g., MTeach, MFinance)
- Double degrees

The more coherent degree structures developed and proposed by the Schools will seek to reduce the complexity of our current degree profile, and allow the University to embed cross disciplinary learning and new Future of Work curriculum elements across all degrees.

Progress note:
- Of the 8 Schools involved in the 21st CC School Pilots (Medicine is not involved) the scope of 7 have been negotiated and endorsed by the Deans. A summary of the focus of each pilot is provided below.
- Funding has been allocated to Schools to support the pilots.
- All School ‘kick-off’ meetings will be completed by August.
• School Staff leading the work on School pilots have been invited to join the *Curriculum Scholars Network* (Stage 2 Working Group).
• The first Scholars *Community of Practice* meeting will take place in early August with monthly meetings to follow for the remainder of the Pilot initiative. This community operates as a mechanism for sharing practice, peer review, and ensuring that suggestions for renewing curriculum structures remain aligned with the 21CC strategy.
• Negotiations have been completed with the UK Higher Education Academy to pilot the Fellowship Scheme. Curriculum Scholars will be invited to nominate for the Scheme in August.

3. **Overview of each 21st CC School Pilot**

1. **School of Business (Lead, Patrick McGirr)**
The goal is to develop an innovative postgraduate degree structure (1.5 years) that provides a signature experience based on innovation and ‘enterprise futures’ underpinned by brand positive partnerships. The curriculum pilot project considers strategies to leverage the insights gained from our undergraduate curriculum initiative (BBus) into the postgraduate space. The project will initially focus on two degrees, the Master of Business Administration and the Master of Marketing/Master of Business (Marketing) however it is envisaged that once complete the following courses would additionally implement the new curriculum structure:

   • Master of Business Analytics
   • Master of Business (Operations Management)
   • Master of Management

The MBA and Master of Business (Marketing) and Master of Marketing have been identified as a focus for the project because there is an existing identified significant market opportunity (international) for each of these courses and the School sees supporting this opportunity as a critical strategic initiative.

2. **School of Computer Science, Engineering & Mathematics (Lead, Kerry London, Yang Xiang and Simeon Simoff)**
The focus is to develop a simpler structure of degree offerings that provide more flexibility and allow for the embedding of signature learning experiences to create degrees that are more attractive to prospective students by:

   • Defining a simple structure model across the school that improves capacity for “plug and play” SCEM Bachelor degree specialisation and elective components around the various SCEM Field of Education cores. This might draw on the model developed for the B Entrepreneurship.
   • Reducing the number of named degrees by combining highly similar degrees and/or by collapsing similar degrees into logical families under ‘umbrella’ degrees.
   • Reducing the number of units supported by the School by removing duplicates and sharing common units and modules across courses.
   • Creating space in the simplified suite of courses for elective and “shell” modules that can be used for embedding WIL and other signature learning experiences at scale.
   • Exploring how a ‘future of work’ stream/theme can be developed from the existing offerings in the School (possibly ‘entrepreneurship / digital innovation) to offer interdisciplinary breadth for students enrolled in other degrees.
   • Prioritising improvement of the value proposition of the core BEng and BICT courses to build future load.

3. **School of Education (Lead, Christina Curry)**
• Development of a framework for the key partnerships which will be embedded in the delivery of the new Master of Teaching (Secondary) STEM which will be piloted for the first time in 2018. This framework will offer a model for designing curriculum which features student immersion with industry partners throughout the degree culminating in a capstone experience. This framework can be used to revise similar degrees where the strategy of emersion in work will provide the developmental pathway to enhance graduate employability.
4. School of Humanities & Creative Arts (Leads, Peter Hutchings & Di Dickenson)
The HCA Curriculum Pilot aims to:

- Develop the BArts approach to ‘community and industry partnerships to: (1) provide students with an early and significant work integrated learning opportunity or ‘work experience’ component that assists students with the earlier identification of pathways into a diverse range of future careers; (2) create signature learning experiences in the BA that are attractive to prospective students and which support transitions to a range of Future of Work employment destinations (3) assist with increasing student recruitment and retention in the B.A and improve graduate outcomes
- Develop curriculum solutions to the challenges in its Pathways programs (particularly its BArts - Pathways to Primary Teaching) to identify what kinds of new curriculum structures/pathways/experiences would enable students to develop an earlier sense of ‘being a teacher’ (e.g. by first semester of second year 2) and consider alternative career pathways through the BA if appropriate
- Identify alternative curriculum structures (to supplement the double degree curriculum structure) to allow HCA to offer a ‘future of work’ stream/theme to students enrolled in non-HCA degrees in a way that provides interdisciplinary breadth.

5. School of Law (Leads, John Juriansz and Elen Seymour)
The focus is to investigate some of the following opportunities to enhance the profile of the School of Law programs within the perception of the prospective student by:

- **Connections to Legal Profession** - Leverage the School’s professional relationships and partnerships to explicitly embed WIL as a signature learning experience within the Bachelor of Laws degrees so as to make them more attractive to prospective students.
- **Law Degree Structure** - Review the structure of the Bachelor of Laws degrees to ensure that there are opportunities to embed various signature learning experiences with the Bachelor of Laws degrees such as (a) international study, exchange, placement, law competition experiences, (b) specialisations within the LLB alternate pool, (c) career development and readiness strategies, (d) legal practice-oriented curricula, clinical experiences and/or placement experiences within the law program.
- **Consider New Double Degree Partnerships** - Review the process of pairing courses with the Bachelor of Laws program to ensure maximum flexibility in pursuing opportunities to offer further double degree pairings.
- **Legal Technology** – Embed practice oriented legal technology curricula into the Bachelor of Laws program to reflect contemporary legal technology innovations in such areas as Smart Contracts, block chain, artificial intelligence and the law, eDiscovery, data governance, records & information management, privacy, cybersecurity, risk & compliance, data analytics, et cetera. This opportunity can also leverage professional relationships and partnerships in the development and delivery of curricula.
- **Mentorship Schemes** – Leverage partnerships with existing special connections such as with the WSU Law Alumni network (to increase connectivity between law graduates and law students) and Judicial members of the School of Law (to develop Judges Associateship Scheme to assist students securing tipstave and associate positions with courts) to explicitly connect law students to mentoring and advice relationships to make of programs more attractive to prospective students.

6. School of Nursing & Midwifery (Lead, Stephen McNally)
The Nursing and Midwifery Curriculum Pilot aims to:

- investigate opportunities for building load and distinctiveness in the Bachelor of Nursing (Advanced) and suite of Masters programs by increasing the visibility, innovation and prestige of embedded health ‘partnerships’ in curriculum;
- explore options for opening up the pool of ‘generic’ Nursing & Midwifery units to students in other degree programs (except Professional Practice Experience units); and
- investigate the development of a ‘future of work’ curriculum theme/major in health (e.g., aged care; caring) which might be taken by students in other degrees to add interdisciplinary breadth

7. School of Medicine (not participating)
8. School of Science & Health (Leads, Jo-Anne Chuck & Felicity Blackstock)
The focus is on developing a more coherent suite of Science degrees with a shared architecture that enables integration and curriculum innovation. At present, there appear to be too many Science programs with high levels of overlap (shared units) and multiple units that are perhaps too similar in learning outcomes. These programs will be reviewed and refined, including groupings of degrees around shared architectures that allow inclusion of new curriculum elements, and decreasing the number of degrees on offer. An agreed suite of programs offered in Science at WSU will be the main outcome of the pilot project.

9. School of Social Sciences & Psychology (Leads, Brian Stout, Kevin Dunn and Tim Griffin)
The focus is to develop recommendations for embedding WIL as a signature learning experience within all courses to create degrees that are more attractive to prospective students by:

- creating space in a coherent suite of SSaP courses for elective or “shell” modules that can be used for embedding WIL and other signature learning experiences efficiently and at scale;
- prioritising improvement of the value proposition of the B Social Science by integrating a high value WIL experience, (using a curriculum strategy which can also be used for Policing, Criminology and Criminal Justice);
- exploring how a ‘future of work’ theme /major can be developed from the existing offerings in the School to offer interdisciplinary breadth for students enrolled in other degrees.