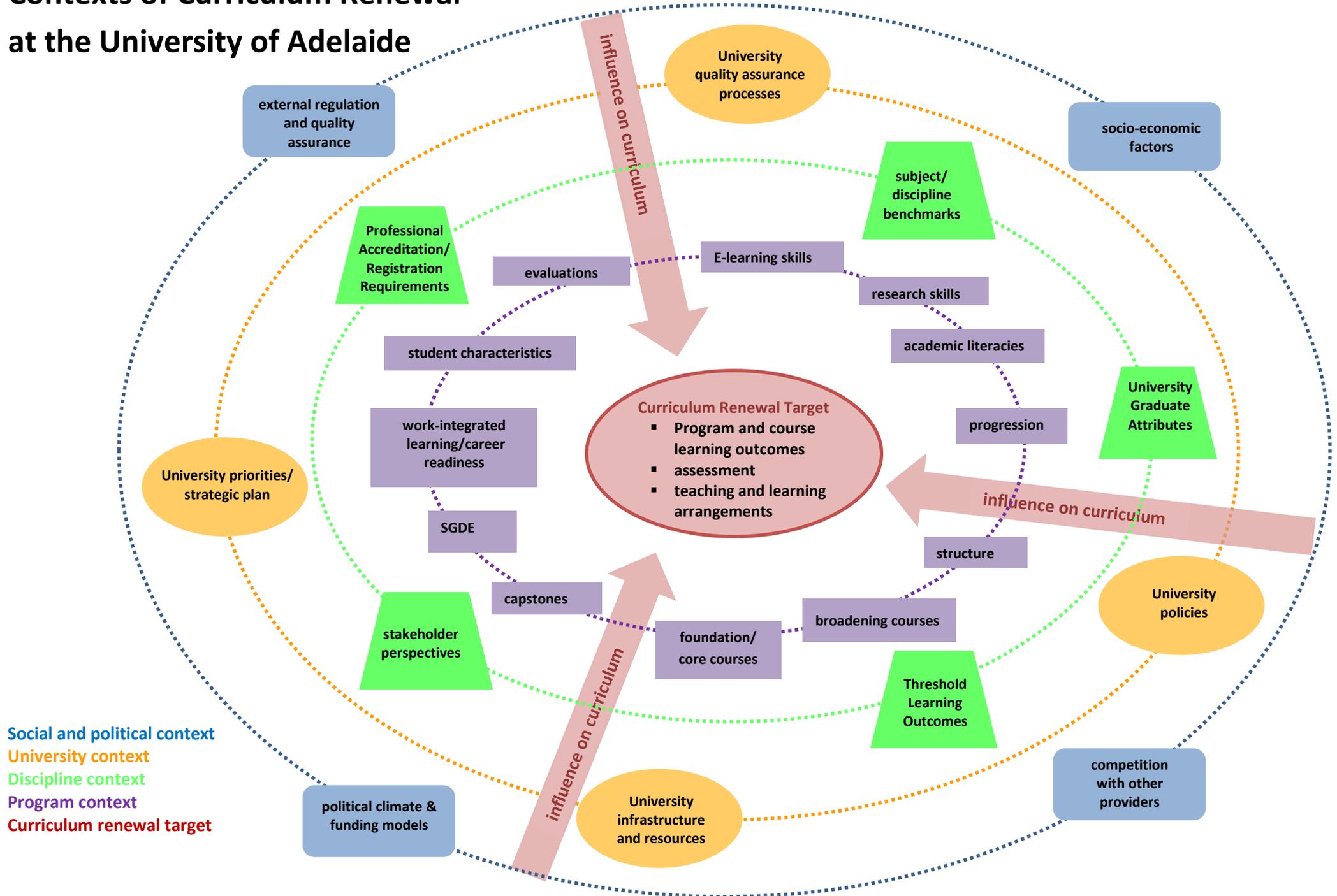


Contexts of Curriculum Renewal at the University of Adelaide



Social and political context
 University context
 Discipline context
 Program context
 Curriculum renewal target

Contexts of Curriculum Renewal

Curriculum, and in particular learning outcomes and their assessment at the level of program or course, is driven by a number of interrelated factors. When curriculum is well designed and executed these factors create a rich educational experience that is:

- responsive to broad social, historical and economic parameters
- unique to an institution with its emphases and values
- aligned with the discipline's best practice and minimum standards, and mindful of stakeholder perspectives, including any accreditation/registration requirements
- coherent, integrated and developmental
- focused on student learning outcomes and the associated assessment, supported through teaching and learning arrangements.

In the broadest **social and political context** this encompasses:

- socio-economic factors, such as the history and reputation of an institution within its local setting, geographical context, employment rates, etc.
- competition from other providers, both on-shore and off-shore
- external regulation requirements and quality assurance frameworks, such as the Tertiary Education Quality Standards Agency (TEQSA), Australian Qualification Framework (AQF), university establishment acts, etc.
- government policy, political climate, and funding models such as deregulation of student numbers, funding levels, etc.

In the **university context** this encompasses:

- infrastructure and resources, such as the nature of the buildings, IT capacity, library, professional development
- institutional policies, particularly those relating to teaching and learning, including those that frame Graduate Attributes, broadening undergraduate education, rules for awards, etc.
- quality assurance processes, including course, program, discipline, school and faculty reviews
- strategic priorities, including Small Group Discovery Experience (SGDE), international experiences, research.

In the specific **discipline context** this encompasses:

- Graduate Attributes which define institutional emphases and which are embedded in programs and courses through discipline-specific learning experiences
- Threshold Learning Outcomes, where they exist, assuring achievement of minimum standards within a discipline
- national and international subject and discipline benchmarks, where they exist
- professional accreditation/registration requirements, where applicable
- stakeholder perspectives, including other schools of faculties that have an interest in your degree, employers, professional associations, graduates, community-based groups, etc.

In the particular **program context** this encompasses:

- characteristics of students including, equity and diversity, life experience, prior knowledge, English language proficiency, sociocultural background, learning styles
- specific structural considerations including, prerequisites, progression, broadening courses, capstones, SGDE, work-integrated learning
- skills development, including research skills, academic literacies and E-learning skills
- formal evaluations, including Student Evaluation of Teaching and Learning (SETL), course, program and discipline evaluations, and school and faculty reviews, Group of 8 Quality Verification System, and reviews by accrediting/registering bodies.

These contexts influence the curriculum renewal targets by reshaping and aligning programs and courses through renewing:

- learning outcomes
- assessment that determines the level of achievement of these outcomes, and
- teaching and learning arrangements that support students in undertaking the assessment.