Contexts of Curriculum Renewal at the University of Adelaide

- **Contexts**
  - Social and political context
  - University context
  - Discipline context
  - Program context

**Curriculum Renewal Target**
- Program and course learning outcomes
- Assessment
- Teaching and learning arrangements

**Influence on Curriculum**
- Evaluations
- Professional Accreditation/Registration Requirements
- SGDE
- Work-integrated learning/career readiness
- Stakeholder perspectives
- Capstones
- Foundation/core courses
- Broadening courses
- Threshold Learning Outcomes
- E-learning skills
- Research skills
- Academic literacies
- Progression
- Structure
- University priorities/strategic plan
- University quality assurance processes
- Subject/discipline benchmarks
- Academic literacies
- University Graduate Attributes
- University policies
- Competition with other providers
- Subject/discipline benchmarks
- University infrastructure and resources
- Political climate & funding models
- External regulation and quality assurance
- Socio-economic factors

**Student Characteristics**
- Progression
- Structure

**External Regulaton and Quality Assurance**
- Socio-economic factors

**University**
- Priorities/strategic plan

**Program context**
- Competition with other providers

**Curriculum renewal target**
- University policies

**Learning Outcomes**
- Professional Accreditation/Registration Requirements
- SGDE
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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.