

# **Curriculum Development in a dual sector institution**

School of Business & Service Industries  
June 2012





## **Charles Darwin University**

- **Amalgamation of NTU, Centralian College, Katherine Rural College and Menzies School of Health - 2004**
- **As with most dual sectors, it is not a partnership of equals as HE ends to dominate as senior staff are mainly HE.**
- **Three main campuses are Casuarina, Palmerston and Alice Springs plus several regional centres**
- **Delivery is NT wide**

## **CDU**

- **The VET and HE activity are about even in terms of activity**
- **HE is about 70% on-line**
- **VET is predominantly face to face in a variety of modes but increasing on-line**
- **Research plays a major role at CDU and we do well at that**
- **In Tourism & Hospitality the only HE pathway is the BCOM which has specialisations**

## **External forces - Students**

- **Student cohort is very diverse**
  - **Urban**
  - **Indigenous communities**
  - **VET in schools**
  - **International**
  - **Apprentices**
  - **Local industry programs**
  - **Student numbers are about 2,500,000 AHC**

## **External - Market demands**

- **Thin market**
- **Competition from private providers**
- **Competition from providers with national contracts**
- **Seasonal with weather**
- **Top End recruitment around April for the dry**
- **Impact on training of back packers and 457 visas**

## **External forces - Industry**

- **Tourism is important but investment in training is not always forthcoming**
- **Major area for us in Hospitality**
- **Events has started growing**
- **Constant staff turnover in the industry often makes it difficult to maintain relationships**
- **In a small region personal relationships dominate**
- **Expectations are high but ideas are not always viable**



## **External – audit demands**

- **Need to deliver flexibly but audits are designed for face to face urban delivery**
- **Increasing demands of audit encourages a less flexible offering because of the extra regulatory requirements**
- **In a small organisation which offers a wide range of courses, the impact on lecturer workloads is significant**

## **Internal influences**

- **Governance at CDU is heavily weighted to HE**
- **Academic Board & its Learning & teaching committees impact on time for VET regulatory functions**
- **Courses are purely nationally accredited.**
- **Fee for service are sometimes designed as non-accredited but in the main they are accredited**
- **Regulatory demands do influence the academic approach to curriculum**

## **Internal influences cont.**

- **The influence of TEQSA and ASQA**
- **Strong push for RPL and the NT government is giving us some money for this**
- **Risk and associated issues where there is only one staff member in an area eg Butchery**
- **Student mobility**
- **Desire for flexible pathways for VET to HE and the reverse is huge but we seem to have many obstacles.**

## **Good curriculum & good practice**

- **At all stages, involve industry and TACs**
- **Set the curriculum: core and agreed set of electives (may differ north & south)**
- **We offer a basic range of Tourism & Hospitality courses**
- **Where there is demand for different electives, suggest on-the job**
- **Be flexible re delivery but consistent with assessment**
- **Try to provide consistency with learning materials**

## **Staff**

- **Staff recruitment and retention**
- **Move north/south for a week or so to stress consistency and share particular expertise**
- **Need for professional development**
- **Staff encouraged to teach in HE where suitably qualified**
- **EBA will address salary issues from January 2013  
– common scale for teaching focussed academics**

## **Business outcomes**

- **At the end of the day it is all about meeting targets and the academic considerations are not always the first priority**
- **In a regional jurisdiction we need to be involved with our industry across the NT**
- **Our delivery needs to be as flexible as we can manage**
- **Our staff need to be prepared to work flexibly**

