

Curriculum benchmarking through the Curriculum Map

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INTRODUCTION

What constitutes the optimum Bachelor Degree for a career in Hospitality Management is a subject of considerable and ongoing debate.

Each provider must take a position based on the influencers within their personal curriculum space, and look to assure the promised outcomes from their offering through the design, delivery and assessment of the content.

INTRODUCTION

With the regulators, in this case, the Tertiary Education Quality Standards Agency (TEQSA), taking greater interest in this process, it is vital that the provider has an increasingly informed understanding of their position, and where it sits in the spectrum of thought in the area.

With the courses designed to achieve similar graduate outcomes, benchmarking allows the internal and external influences on the respective curricula to be understood along with their consequences for content and outcomes.

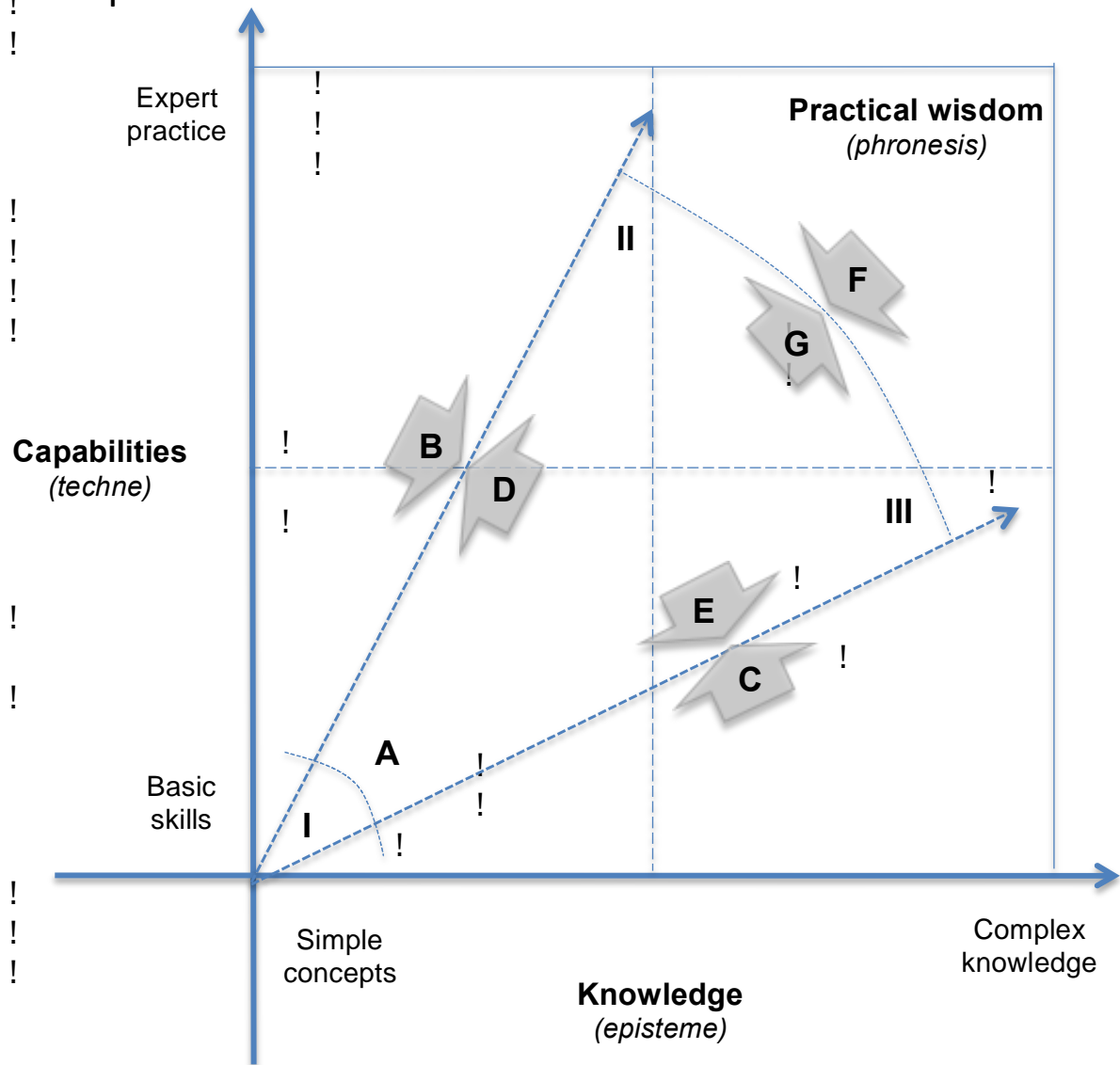
AIM

The aim of this working paper is to discuss and review how the Curriculum Map (Dredge et al, 2012) provides a framework for a higher education providers, in the field of Business and Hospitality, to benchmark the curricula of their offerings up to AQF level 7 (Bachelor).

CURRICULUM MAP

The Curriculum Map is derived from the idea that knowledge and capabilities are developed in educational pathways. The framework developed by (Dredge et al, 2012) and built from the PPE model by Tribe allows for institutions to take a reflective approach to analysing their position in any one or more program offerings. Once a program is mapped it can then be compared with other programs from different institutions for benchmarking purposes. This mapping is useful because it can help institutions to identify where they fit along the curriculum frontier.

Curriculum Map



Points of consideration when mapping

- To identify the minimum core curriculum between any two programs and outline the similarities and differences. Particularly looking at the core units and what they offer graduates as foundations in business.
- To position each program identifying differences, core strengths, and unique selling points. Specifically looking at capabilities and knowledge.
- To look at respective staff for each program and determine where is the concentration in terms of knowledge or capabilities. Has that always been the case, or have there been changes as a result of TEQSA's +1 agenda.
- To look at what part students reflection plays in each program with specific emphasis on how students are engaged in their own development with respect to the KSA's.

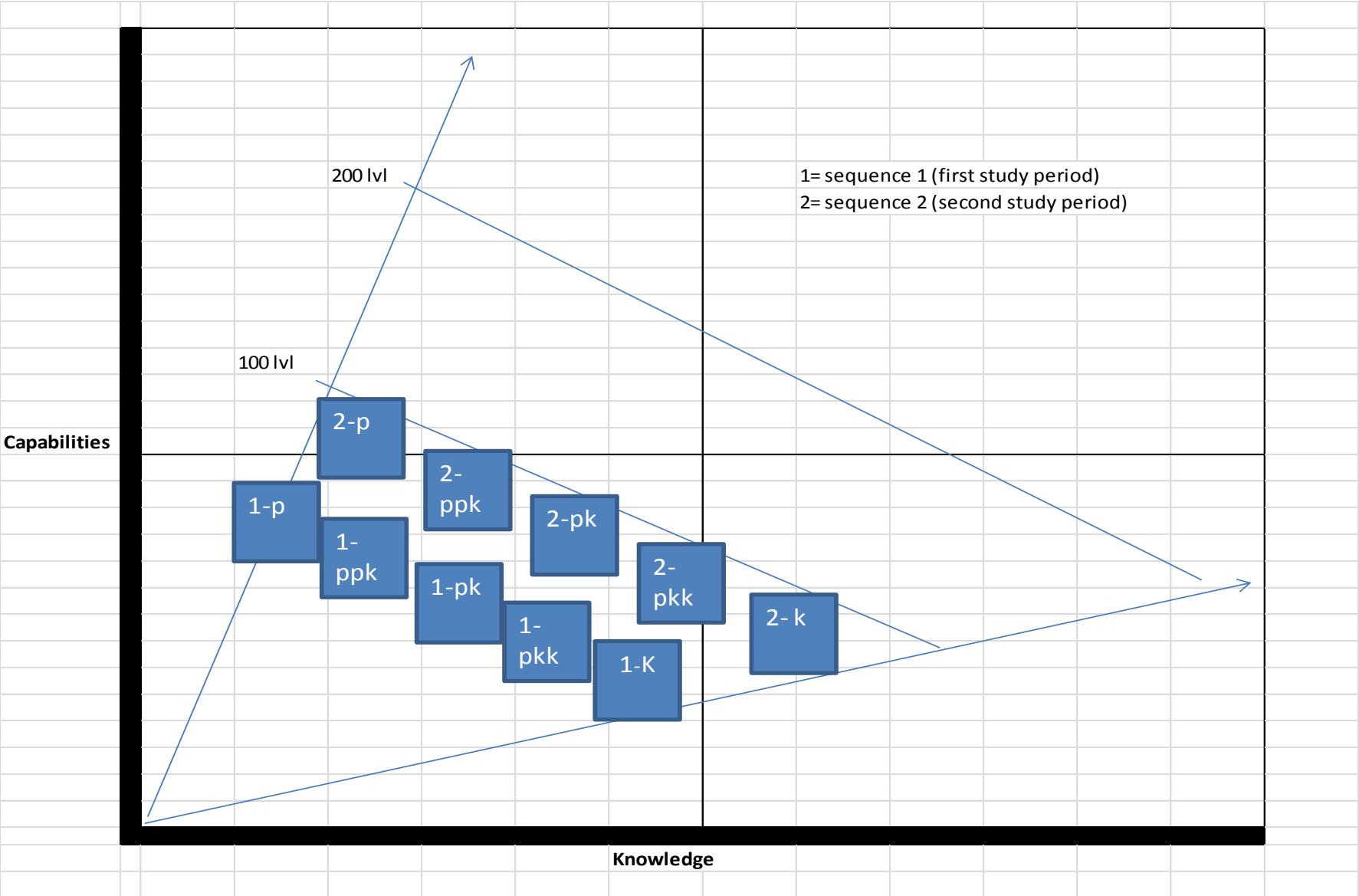
Methodology

- Assumption that each accredited Bachelor complies with TEQSA standards and AQF levels
- This is a mapping SLO's and assessments only
- Identify the subject learning outcomes and assessments for all first year (100 level) subjects in two similar Bachelor Degrees designed for similar career outcomes
- Categorise each subject according to the level of focus on “episteme” (knowledge) or “techne” (capability) using a 5 point continuum coding framework(see slide 10)
- Position each subject within the curriculum map according to this categorisation
- Analyse results against desired career outcomes and individual institution's mission.

K	Knowledge only outcome or assessment
Pkk	Predominantly knowledge based, some application of knowledge
Pk	Balance of knowledge and application of knowledge
Ppk	Content and assessment has a practical/application focus
P	Purely practical subject

SLO classification (1)	Assessment classification (2)	Overall classification (1 + 2)
P	p	p
P	ppk	ppk
P	pk	ppk
P	Pkk	pk
p	k	pk
Ppk	p	Ppk
Ppk	ppk	ppk
Ppk	pk	Ppk
Ppk	Pkk	Pk
Ppk	k	pk
Pk	p	Ppk
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Pkk	Pkk	Pkk
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k	pk	pkk
K	Pkk	pkk
K	k	k

Mapping level 1 WB/BM



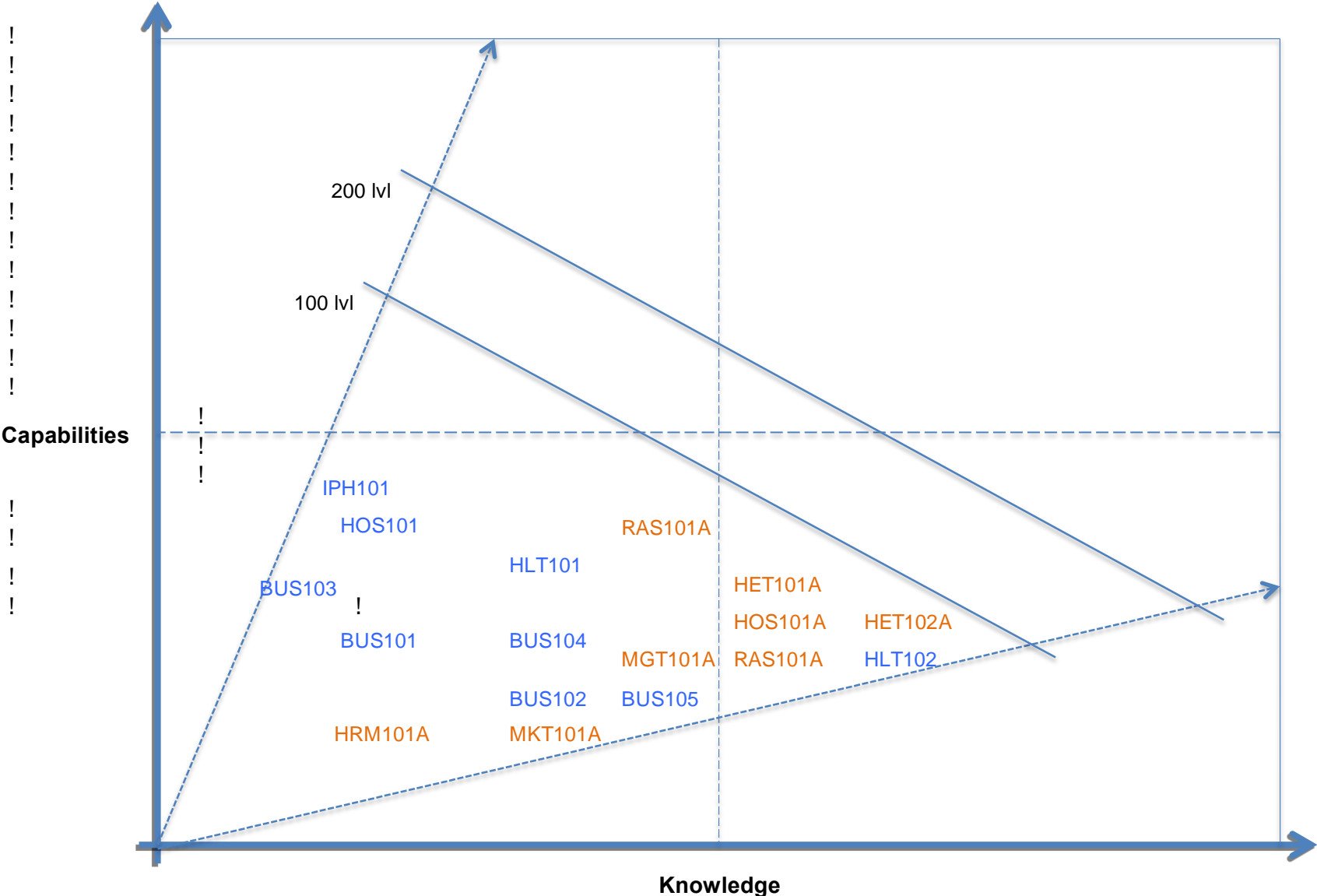
Blue Mountains Bachelor of International Hotel Management – Categorisation example

Level	Subject	Subject Learning Outcomes	SLO Category	Assessment	Assessm't category	Overall
100	Accounting Fundamentals (BUS101)	<ul style="list-style-type: none"> a. Assess and apply accounting terminology used globally. b. Appraise the role of accounting information within tourism and hospitality operations (planning, operating and evaluating activities). c. Outline and demonstrate the use of the accounting/ business activities/ transactions relating to cost control, cash, credit, revenues and expenses applicable to a hospitality or tourism organisation. d. Evaluate the need for business planning within an organisation. e. Evaluate the accounting cycle. f. Compare and contrast a series of source data and make accounting transactions. g. Evaluate financial statements (income statement, balance sheet, cash flow statement) and preliminary analysis thereof. h. Present financial information in a format to facilitate management decisions. 	pk	<p>1 - Learning Portfolio</p> <p>Financial analysis, problem solving and budgeting exercises. (3,000 words) 50%</p> <p>2 – Exam 50%</p>	pkk	<p>1-1 (Level 1 study period 1)</p> <p>Pk</p>
100	Management and Leadership (BUS102)	<ul style="list-style-type: none"> a. Evaluate the political, social and global trends affecting hospitality firms and how these trends impact on managers and leaders. b. Compare and contrast the array of management and leadership skills intrinsic to supervisory positions in the hospitality industry. c. Discuss the role of the manager in improving organisational performance. d. Critically review and present the core skills and functions of a manager. e. Examine the changing nature of organisational structures and evaluate how these influence organisations behaviour. f. Critically review the challenges of managing and leading people in international hospitality firms. 	k	<p>Case study: role of hospitality supervisor. (2,000 words) 40%</p> <p>Presentation: management styles Group(30 minutes) 20%</p> <p>Exam 40%</p>	pk	<p>1-1</p> <p>pkk</p>

1st year of Bachelor Degree designed for Hotel/Hospitality Management career outcomes – Overview of categorisation

BMIHMS		WBCHM	
Subject	Category	Subject	Category
Accounting Fundamentals (BUS101)	1-1pk	MGT101A Managing in a Global Environment	1-1pkk
Management and Leadership (BUS102)	1-1pkk	HRM101A Introduction to HR and Leadership	1-1pkk
Communication in a Digital Age (BUS103)	1-1ppk	MKT101A Marketing Fundamentals	1-1pkk
Sales and Marketing (BUS104)	1-1pkk	ACC101A Introduction to Business Accounting	1-1pkk
Cross Cultural Studies (BUS105)	1-1pkk	HET101A Introduction to the Visitor Economy	1-2pkk
Food and Beverage Operations Management (HOS101)	1-2ppk	HET102A Visitor Economy Product Dynamics	1-2pkk
Food and Beverage Management and Control (HTL101)	1-2pk	HOS101A Management of Service Contexts	1-2pkk
The International Hospitality Industry (HTL102)	1-2k	RAS101A Research and Academic Skills	1-2pk
Industry Practicum I (IPH101)	1-2ppk		

Mapping level 1 WB/BM



CONCLUSIONS and OPPORTUNITIES

- This 100 level mapping highlights significant differences between knowledge and capability focus of providers
- Modality influences content and assessment
- Bachelor Degree content and assessment often is not aligned with purported course learning outcomes
- Working adult markets may require a different curriculum and assessment model than younger, on-campus students, resulting in a more knowledge based curriculum and assessment model
- Credit awarded from VET courses often may not align with actual content, assessment and focus of 100 level subjects. This may disadvantage students moving in to 200 level.
- Continue mapping through 200 and 300 level
- Overlay mapping of other benchmarking partners
- Create mapping by subject area e.g. Industry placement subjects, Core Business, Core Hospitality etc