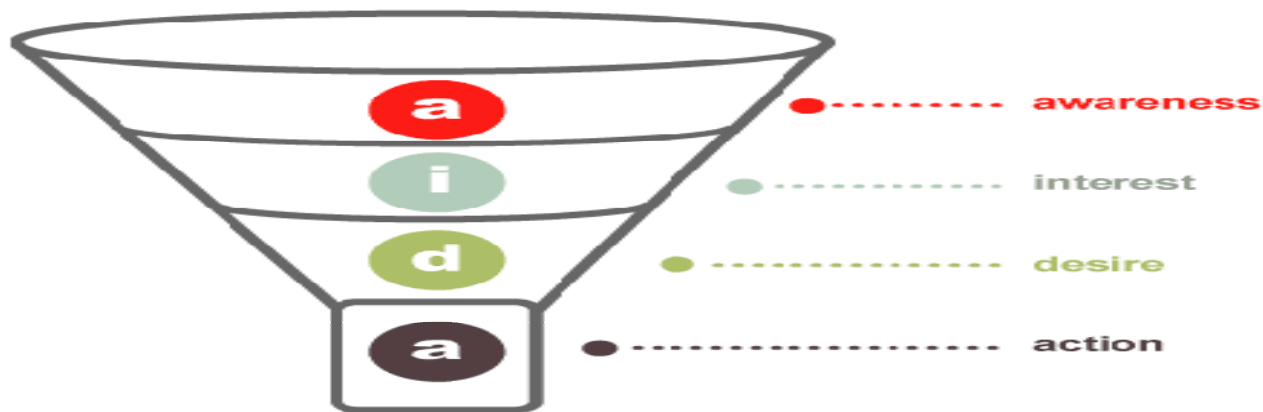


Curriculum Development and Design the Blue Mountains Way



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Introduction

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- Manager, Educational Development (MED)
- Quality and Educational Planning Unit (QEP)
- Blue Mountains International Hotel Management School (BMIHMS)

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Agenda

- External influences on curriculum design (The market and the regulator)
- BMIHMS' internal processes for curriculum design
- What characterises good curriculum (Core content, values, technology)

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Context: To dare is to do

- BMIHMS has been delivering hospitality education in Leura since 1992
- September 2011 we opened a new campus in Sydney
- We envisaged a new program – Master (Graduate Certificate, Graduate Diploma) of Global Business Management
- To commence teaching the GBM in January 2013, the accreditation document had to be submitted by June/July 2012
- In January 2012 a small team – only four people - was tasked with managing the curriculum development

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The cost of getting curriculum design wrong for a private higher education provider



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Major external influences upon BMIHMS curriculum development

- Two immediate or “gateway” external influences impacted the BMIHMS process of curriculum design:
 - First, the broader market forces at play and
 - Second, the regulatory requirements imposed by TEQSA
 - There are many other external influences both national/international which I will list but not discuss in any detail

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Other external influences upon BMIHMS curriculum development

- **International influences**

- The global/mobile student market
- European higher education system: i.e. Bologna Process, Tuning Project, QAA in UK
- Declining public investment in HE

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Other external influences upon BMIHMS curriculum development

- **National influences:**

- Higher education “reform” over the last 30 years
 - i.e. rise of a market model of HE
 - increasing regulation and accountability
- Increasing staff/student ratios
- Increasing academic workloads
- Casualisation
- Increasing use of technology in teaching and learning
- Increasingly crowded and competitive market place
- The rise and rise in the numbers of foreign students (at least until 2009!)
- Changing visa requirements for foreign students

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Major external influences upon BMIHMS curriculum development

- **The market**

- THE initial influence – is there a market ???
- Clearly there is: masters programs in business have been in existence for over 100 years
- So our challenge was to benchmark against the best while bearing in mind our size, history, location, resources etc.

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Major external influences upon BMIHMS curriculum development

- Benchmarked against 10 Australian universities and 5 international universities
- This provided us with a good guide as to what to avoid and what might work, particularly when it came to work-integrated learning

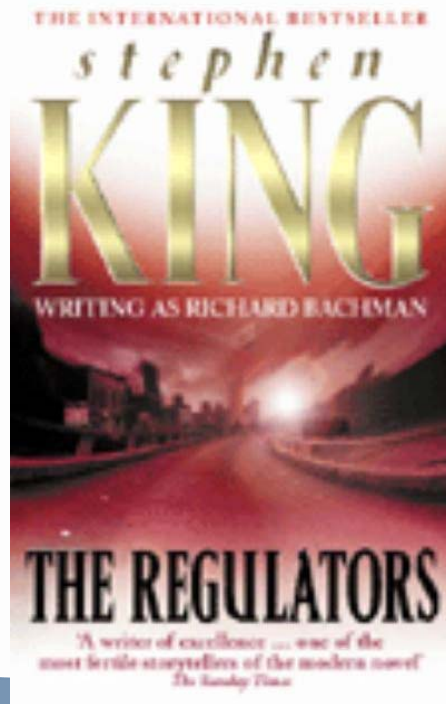
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Major external influences upon BMIHMS curriculum development

- **Global Market?**
- BMIHMS, in designing curriculum must take into account the needs of 6 BMIHMS “franchises” in China, Japan, Chile, Thailand

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TEQSA: A horror story?



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BlueMountains
INTERNATIONAL HOTEL MANAGEMENT SCHOOL
AUSTRALIA

CELEBRATING
20
YEARS
1992/2011

Major external influences upon BMIHMS curriculum development

- **Crucial national influence - the new regulator: TEQSA**
 - BMIHMS, as a private, non self-accrediting HE provider, must seek accreditation of courses from TEQSA. (*TEQSA Act s.46*)
 - Arguably, TEQSA wields fundamental and immediate external influence over our curriculum.
 - Regardless of the desires of students, academics or any other stakeholder, if the **regulator** doesn't like our curriculum, it won't see the light of day.

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Major external influence: TEQSA and curriculum design

- **TEQSA and curriculum design**
- **Course Accreditation Form** sections 2, 3, 4, 5, 6 and 8 are all, to varying degrees, concerned with curriculum design

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Major external influence: TEQSA and curriculum design

- **TEQSA specifically identifies in its Regulatory Risk Framework:**

- *D9 Weak academic quality assurance program/culture*
- Particularly “lack of internal processes for ensuring quality course design and delivery.”

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Major external influence: TEQSA and curriculum design

- All HE providers must comply with the **Higher Education Threshold Standards (Threshold Standards)** made under s.58(1) of the *TEQSA Act*
- *Provider Registration Standards, Provider Category Standards, Provider Course Accreditation Standards and the Qualification Standards*
- **Provider Course Accreditation Standards**
 - 1 Course design is appropriate and meets the Qualification Standards
 - 2 Course resourcing and information is adequate
 - 3 Admission criteria are appropriate
 - 4 Teaching and learning are of high quality
 - 5 Assessment is effective and expected student learning outcomes are achieved
 - 6 Course monitoring, review, updating and termination are appropriately managed

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Major external influence: TEQSA and curriculum design

- In sum, the Regulatory Risk Framework, **AND** the Threshold Standards **AND** the need for course accreditation all ensure that TEQSA has more immediate impact upon the curriculum design process than any other national or international influence.

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BMIHMS curriculum design process

- Market research determined that there was a market for a conversion masters degree which would complement our existing undergraduate hospitality program
- Dr Rajka Presbury guided the formation of the Course Advisory Committee
 - Members
 - First meeting 21: February 2012
 - Central question: what graduate attributes should be included?

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BMIHMS curriculum design process

- In the **second meeting**, the subject aims, as well as learning outcomes, content, assessment and some texts/readings were determined by small groups holding the requisite expertise
- The work of the CAC was then reviewed and edited by the QEP team

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BMIHMS curriculum design process

- **Approval processes:**
- In April, the draft work of the CAC was approved by the Industry Advisory Board and the Higher Education Board
- The draft application, will be critically assessed by two external educational consultants, one of whom recently wrote an International Business Masters course for a university
- Once the accreditation application has been finalised (in light of comments received), it will be sent to the above boards for final review and approval before it is submitted to TEQSA

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Characteristics of good curriculum

- So what did we come up with?
- 2 year Masters Degree 13 subjects
 - 8 core; 4 elective; 1 work-integrated learning subject
- 1 year Graduate Diploma 5 subjects
 - 4 core; 1 work-integrated learning subject
- 6 month Graduate Certificate
 - 4 core subjects

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Characteristics of good curriculum: core content

- 9 subjects
 - Two introductory prerequisite subjects:
 - The Global Mindset
 - The Global Organisation
 - Strategic Awareness
 - Entrepreneurship and Innovation Studies
 - Global Projects
 - Global Economy
 - Business Ethics
 - Financial Decision Making
 - Work-integrated Learning

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Characteristics of good curriculum: Core content

- The Global Mindset
- Work-integrated Learning

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Characteristics of good curriculum: values

- Key attributes – reflection, judgment, action
- We tried wherever possible to incorporate **critical reflection** and **justification of ideas** in learning outcomes for each subject
- Creating a global mindset

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Characteristics of curriculum design: technology

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**"My presentation lacks power and it has no point.
I assumed the software would take care of that!"**

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BlueMountains
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AUSTRALIA

20
YEARS
1992-2012

Characteristics of good curriculum: technology

- Our approach viewed technology as a **support** for teaching and learning - NOT as a delivery mode
- Placing pre-eminence on face to face education as the whole educational world seems to be going in the opposite direction may appear counter-intuitive
- BUT such an approach to technology aligns with our hands on, face to face approach to teaching and learning which is what BMIHMS does so well

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Characteristics of good curriculum:
curriculum renewal and maintenance of
currency

- Is in the hands of the academic delivery team and the CAC which is scheduled to evaluate the course after 6 months and at least twice a year

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Last thoughts...

- Good curriculum comes from caring about student needs
- Fostering a desire to learn
- Creating an opportunity to excel
- Providing links to career opportunity or further study

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Last thoughts...



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