

University of Southampton
Curriculum Innovation Network Meeting

*The Reality of Implementation at The
University of Melbourne*

January 18 2011

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- **The UoM and its strategic direction ('Growing Esteem') – very briefly**
- **The curriculum reform known as the 'Melbourne Model' – what it is**
- ***Where we are with the MM – issues and challenges***
- **Update on 'Growing Esteem' – very briefly**



Melbourne 1853-2010



- 11+ faculties/grad schools, inc a candidature management 'umbrella' for our 5000 RHD students: 'Melbourne School of Graduate Research'
- 47,000 students (about 38k EFT) annual first year intake of 5-6k, but a 'pear-shaped' demographic.
- campus-based (city location: 'Melbourne Experience')
- Australia's largest research-intensive university, and nationally 1st or 2nd
- High international rankings (2010: 36th THES; 62th Shanghai JT)
- The university of choice
- **Why change the curriculum?**



In 2005 we launched 'Growing Esteem'



We introduced the triple helix metaphor:
'Teaching' 'Research' 'Engagement' (orig in
2005 'Knowledge Transfer')

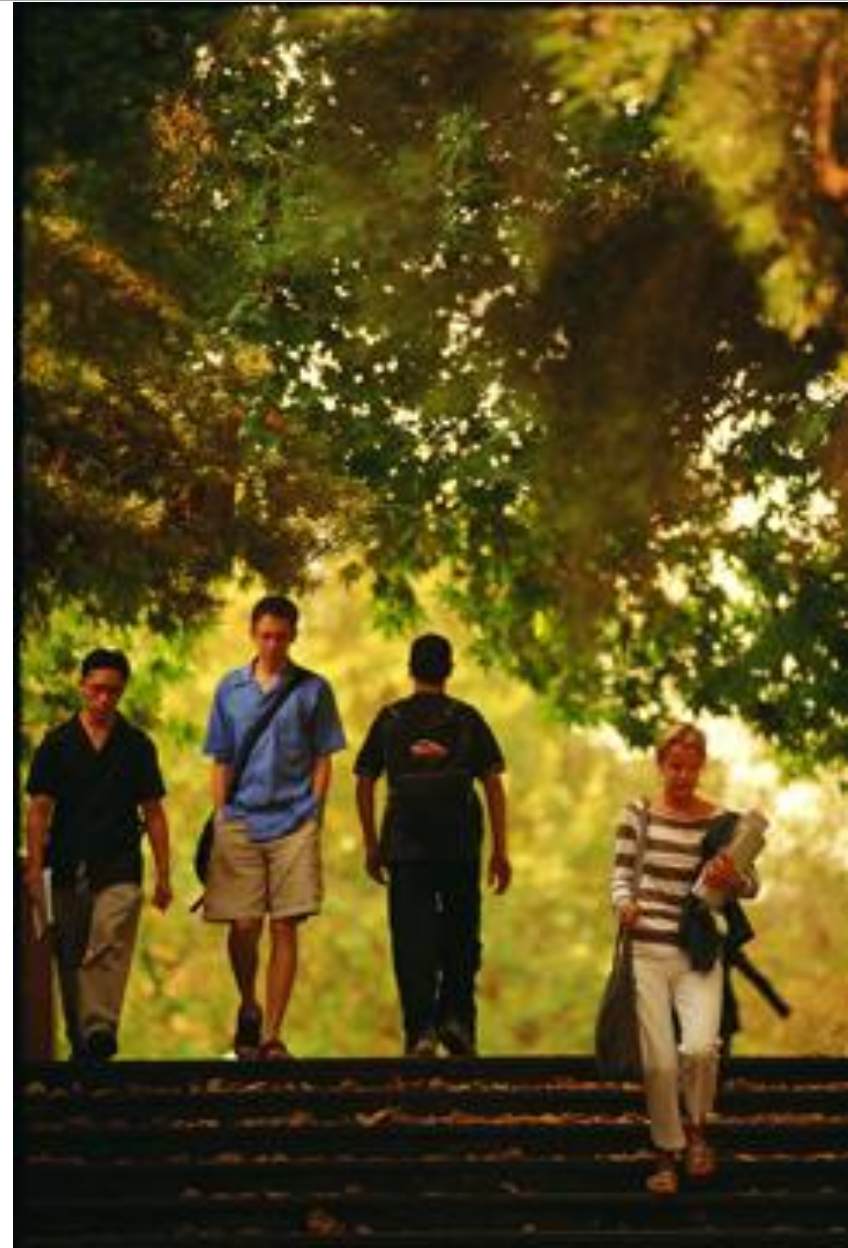
We agreed to be more selective about supporting
research and promoting cross-disciplinary
activity

We decided to radically change the curriculum:
the 'Melbourne Model'

We described the University as 'public spirited'
(because most of our income is NOT govt
grants)



- Responding to global trends in education and employment, and emphasising generic learning capacities
- We have about 11,000 international students (27%): we are an Anglophone university in a diverse world
- Optimising career choice and preparation for 21st century careers, many of which will be interdisciplinary
- Improving the Melbourne (educational) Experience to encompass both breadth and depth
- Preparing for the knowledge economy, which more often requires 'research' capacities (eg in effecting change in organisations and professions) without heading in to academia



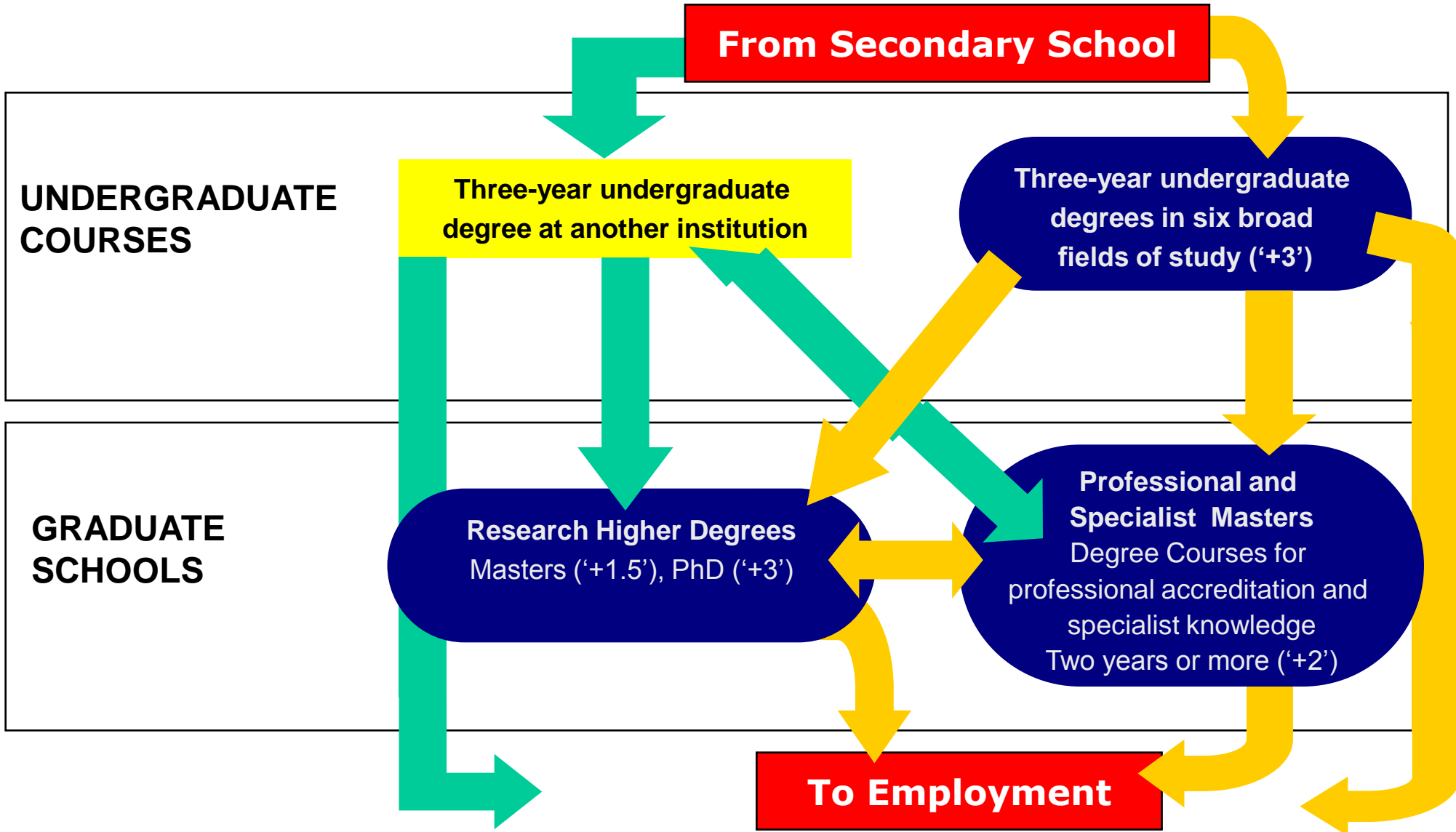


Under the Model, the University is:

- Reshaping its undergraduate curricula
- Introducing more graduate professional entry programs
- Strengthening the preparation for doctoral research
- Aligning with but not imitating practice in Europe, North America and parts of Asia

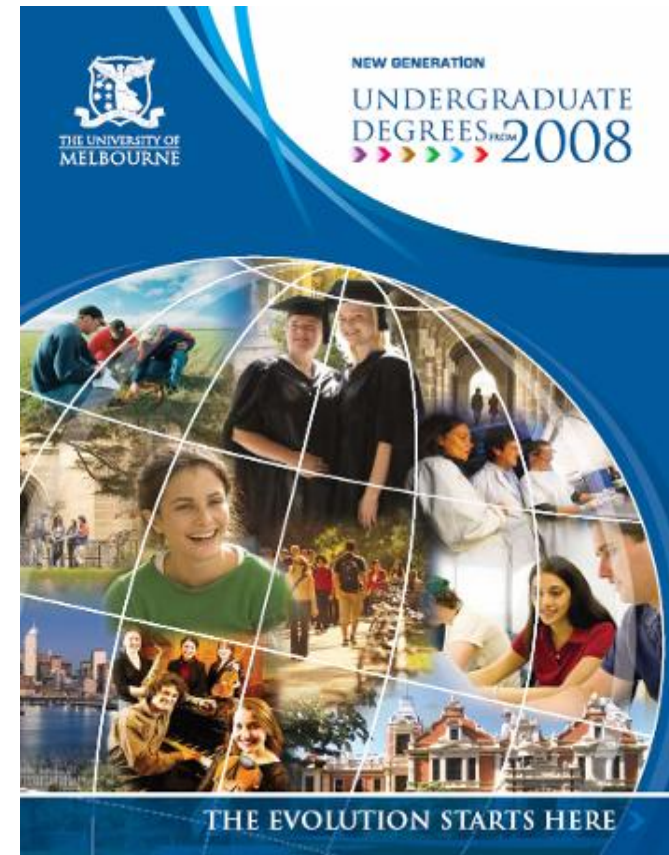


From 2008, The Melbourne Model was introduced, so December 2010 produced the first MM undergraduates



In 2008, we replaced 96 Bachelors degrees with six 'New Generation' degrees:

- Bachelor of Arts
- Bachelor of Biomedicine
- Bachelor of Commerce
- Bachelor of Environments
- Bachelor of Music
- Bachelor of Science



Students undertaking New Generation degrees (3 yrs x 100 pts = 300 pts) will complete, from 2008, at least one major sequence and take at least one-quarter (75 pts) of their degree from 'breadth' subjects outside their core program eg Arts



- Breadth studies enable students to tap into other bodies of knowledge, methods of enquiry and ways of knowing
- Breadth subjects can support career goals, complement core studies and nurture personal passions
- There are three kinds of 'breadth': (a) Students may take 'core' subjects from another discipline (eg a language), (b) or a 'non-core' subject from another discipline (eg 'Knowledge, Learning and Culture' from Education) (c) or one of the University Breadth Subjects (eg 'Climate Change', 'Global Health' which are interdisciplinary)
- From 2010: in addressing the problem of too much random choice, we have 'breadth tracks' - a set of three or more subjects that progressively develops knowledge and skills relevant to some domain, theme, topic or issue.
- <http://breadth.unimelb.edu.au/breadth/info/tracks.html>





- New structures: within (as Arts, Science), but sometimes replacing (as Education, Law) a Faculty, we now have several graduate schools
- Professional formation programs ('+2' – but range to +3 eg JD, +4 eg MD, DDentalScience,), may be fee-based or Commonwealth Sponsored Place-based, as theses are coursework-classified.
- Cohort experience and membership of a learning community
- Flexibility: delivery, timetabling, staffing
- Campus amenity: the 'Melbourne Experience'
- Pathways: 'pre-service' or formation/connecting with professional development/and with research. Research-classified courses (thesis of +66% load) attract Research Training Scheme funding from the Commonwealth Govt
- Example: *Faculty of Education* became *Melbourne Graduate School of Education*. No undergrad Education courses remain, but now three types of (post)grad:
 - MTeaching (CW only)
 - M Education (Res or CW)
 - D Ed (Res or CW) and PhD in Education (Res)



The University will continue to offer an extensive range of graduate programs. As part of the Melbourne Model a range of professional entry programs moved to graduate entry from 2008, including

- Melbourne Juris Doctor (JD)
- Master of Architecture
- Master of Construction Management
- Master of Forest Ecosystem Science
- Master of Landscape Architecture
- Master of Music Therapy
- Master of Nursing Science
- Master of Property
- Master of Psychology (Clinical)
- Master of Social Work
- Master of Teaching
- Master of Urban Planning





Case Study: Master of Teaching

Pre-service professional entry for one of Early Childhood, Primary or Secondary. Structure: 2 yrs F/T, with Postgrad Dip exit at 18 months, with full govt registration; 'Accelerated' mode for Secondary: 12 months to exit with Postgrad Diploma.

- They have educational, work and life experience
- A high proportion of candidates are bilingual (e.g. Over 95% of the 60 students in the 2009 early childhood Masters intake speak a second language)

The program is distinctive and allows for direct contributions to schools

- Teaching Fellows and 'two-days per week + block' model
- A commerce graduate, now an MTeach student, helped write an early childhood centre's business plan

Feedback from schools is positive:

- Students average age is 28 and they are confident in classrooms and workplaces

Aligns with Commonwealth and State policy:

- Teacher quality – incl. links to *Teach for Australia*
- Consistent with policies to improve early childhood education and care programs and literacy and numeracy
- Partnership schools are in all demographics – across SES; rural, regional and urban; public and private





- 'Nearly 80% of first year undergraduates...described their overall experience [at the UoM] so far as good to excellent and less than 3% reported they had an overall poor experience. The outcomes are higher across all four broad cohorts of students (first and later year undergraduates and postgraduates) and exceed the values reported in the 2007 survey prior to the introduction of the MM" - Melb Exp Survey 2010
- Overall **course** experience: about 80% satisfied: outcomes higher in all areas than in 2009, and in 2007 (prior to MM)
- Less favourable areas, however, were in 'Teaching engagement' and 'Course organisation' scales (56-68% ranges across the four cohorts, up from 40-50%)
- Improvements in 'Student Centres and course advice' area: from 50-60% in 2009, to 65-70% for undergrads; 60%+ to 70%+ for postgrads





Introducing Chris in 2016....

Works as a project manager in telecommunications systems with an multinational company in Malaysia

Chris' pathway through the Melbourne Model:

Bachelor of Science

- Electrical Systems major
- Chinese breadth subjects, includes language and cultural studies
- Awarded Melbourne Abroad Scholarship for exchange to Hong Kong University
- Performer in Chinese theatre group

Master of Engineering

- Specialisation in Electrical Engineering
- Industry experience through internship with Alcoa
- Meets academic requirements to practice as an engineer in Australia



Introducing Jamie in 2016...

Jamie works as an architect in Shanghai

Jamie's pathway through the Melbourne Model:

Bachelor of Environments

- Architecture major
- Development Studies breadth subjects, including fieldwork in an Australian indigenous community
- Presents design folio to industry and community in course exhibition

Master of Architecture

- Two-year graduate degree includes industry experience
- Participates in field trip to Tokyo
- Meets academic requirements to practice as an architect in Australia





Magnitude of the changes and the authority to make them:

- From 96 to 6 undergraduate (MM/NG) degrees: who/what 'owns' these?
- Graduate entry for professional degrees: what does this mean? Who says?
- Curriculum change at all levels: the epistemological challenge – with academic workforce implications?
- Change in culture of advising and course planning: where is the expertise, and in what does it consist?
- The 'heritage' degrees being taught out – were we neglectful?
- Staff exhaustion – since 2005, continual 'white water', albeit managed via (eg) Curriculum Commission, which met intensively 25 meetings x 2 hrs across 2006, to frame up the MM for 2008 first intakes. Other things happening: budget cuts in Arts, a separate devolutionary initiative moving decision-making into faculties/grad schools, a new UoM-wide student management system ('ISIS'), the GFC...and so it goes

Breadth:

- Confusion over breadth (even amongst staff), and initially, low QoT scores
- Changed from 75pts (2008) to 50-75pts (from 2011) of 300pt NG degree load, plus 'breadth tracks'
- Some continuing debates: breadth comes from beyond your NG degree (see media article – to be distrib.)
- 'Sequential' enrolments have emerged: in two NG degrees (one then another = 5 yrs?)



‘Flight of the Bright’:

- **The traditional UoM market and the ‘heritage’ degrees (doubles like LLB/BCom = 5 yrs)**
- **Responses to concerns – ‘guaranteed’ entry to Masters (a) from school (b) at UoM; access and equity**
- **Our RHD profile in Australia – the ‘quality vs quantity’ debate in a country with very low national mobility, and historically poor ‘timely completion’ rates (60% aspiring to 80%)**
- **Yet our % of the local/domestic school leaver application market has not diminished**

Research Pathways:

- **How can a ‘+2’ (Masters prof entry degree) also prepare well for the PhD? (some ‘heritage’ degrees, eg MB BS, LLB, automatically provided such access – they have gone)**
- **But the Bach w ‘Honours’ continues (eg Arts), with direct access to the PhD**
- **Can a stepping stone like a ‘Postgrad Cert in [eg Educational] Research’ (50pts) assist?**



Things I thought of on the plane





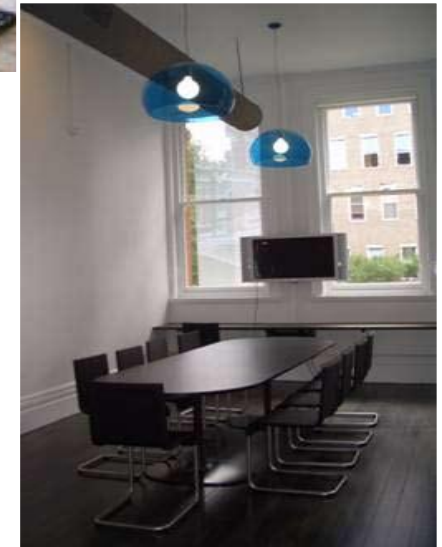
- New student advisor model –based in new Student Centres - provides consistent and high quality course and career advice to students
- Libraries and Learning Centres (some 24 hr access) which provide new shared spaces for students to learn and access information
- Generally, making the campus more amenable to e-café, informal and social experiences



Providing new shared spaces for students to learn and access information

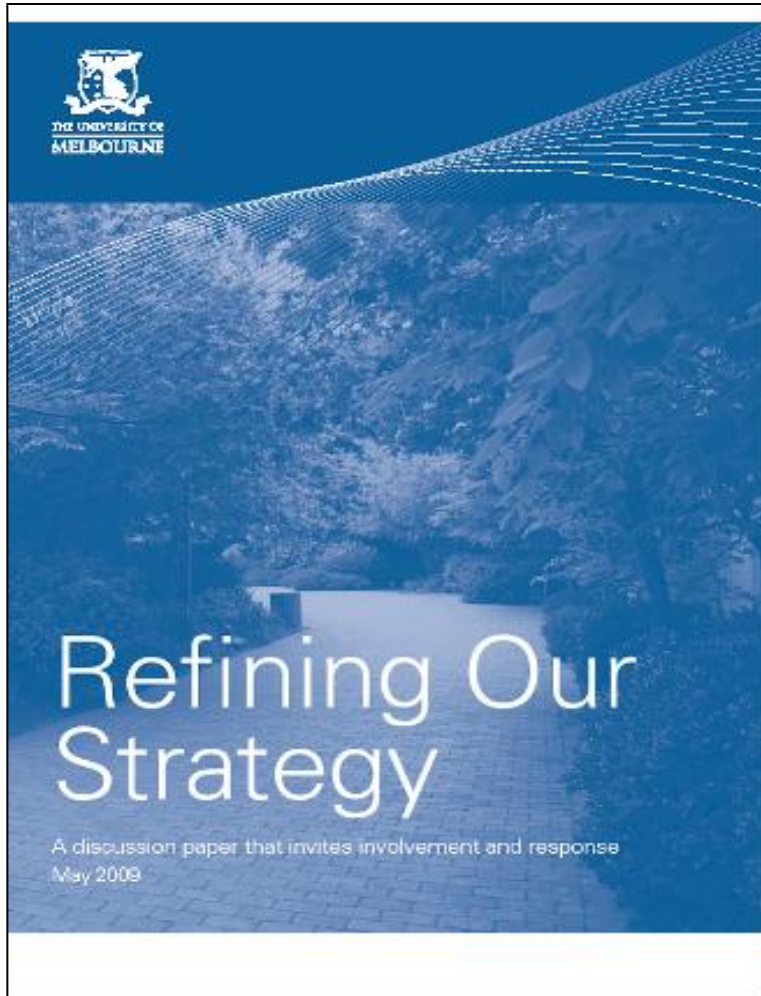


Engineering Learning
Centre

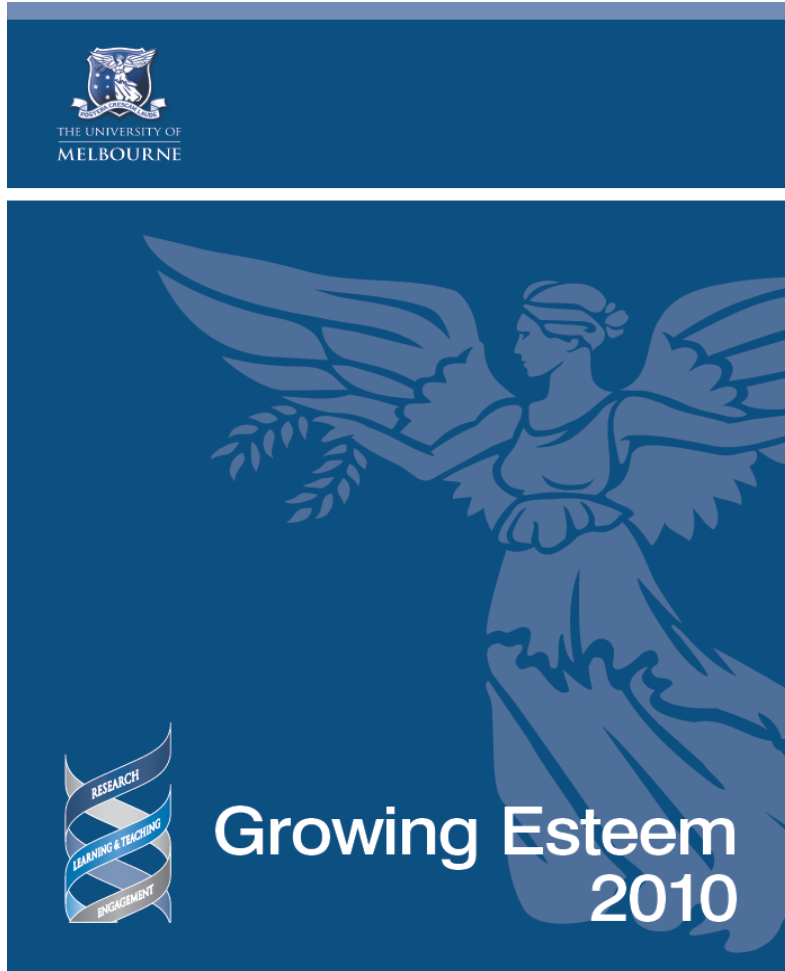




In 2008-2009, we reviewed Growing Esteem



- In late 2008 we began a process of review
- In 2009 'Refining Our Strategy' was launched
- Extensive consultation followed
- The University community was supportive of GE anyway
- Gaps were identified and new directions suggested



- We now have a new strategy document – *Growing Esteem 2010*
- GE10 has more detail than the 2005 version
- Only 10% of the original text remains
- Some ambitious goals for 2015
- Overall our direction is the same, but there are some significant changes
- The Triple Helix has a refined third strand – *Engagement*
- Now includes Advancement (aka philanthropy), International, Alumni, and ‘Knowledge Partnerships’
- Knowledge Partnerships (KP) has replaced Knowledge Transfer (KT)
- The complete Melbourne Model has now been articulated
- Specific targets for 2015 are listed



GE10 sets some lofty goals for 2015



- We will have ~35,000 EFTS (Stable until 2015)
- Student profile – cosmopolitan balance of cultures
- Access based on merit, regardless of financial or social background
- Even split between UG and (Post) Grad
- Top Australian rank for learning and teaching, student satisfaction and graduate outcomes
- The highest staff satisfaction rating within the Group of Eight
- Top rank in all national indicators of research excellence and impact
- Lead Australia in RHD recruitment and outcomes
- Graduate aspects of the Melbourne Model will be complete
- Provide the best Graduate experience in Australia
- Achieve stable and sustainable staff and student profiles
- Become a model of sustainability
- Achieve a 75% reduction in emissions over 2006 levels



Challenges of Leadership



“And now at this point in the meeting I’d like to shift the blame away from me and onto someone else.”



THE UNIVERSITY OF

MELBOURNE