

CURRICULUM DESIGN PRINCIPLES

Approved by: Academic Board

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The curriculum design principles are intended to guide course design and evaluation in ways which are consistent with good practice and with the mission of UTS. The six principles focus on the key inter-related aspects of the curriculum: the educational aims and intended graduate profile for the course; the relations between broad course aims and specific subject designs; teaching and learning activities; assessment; and course monitoring and renewal:

1. The educational aims of each course describe the intended graduate profile for the course and are appropriate for the course level
2. The graduate profile for the course is aligned with the mission of UTS and the Faculty and the broad attribute domains of the UTS Graduate Profile Framework, as appropriate for the profession or discipline.
3. The design of the curriculum will enable students to develop attributes from the personal and intellectual domains within the context of the profession or discipline.
4. Every subject will contribute to one or more of the educational aims of the course, within an overall design in which students have opportunities to achieve all of the aims and therefore develop all of the intended graduate attributes.
5. The design of the curriculum will ensure that there is a diversity of teaching and learning activities and assessments that embed opportunities for attribute development, and enable students to achieve their potential and that acknowledge the diversity of UTS students and of the professional/disciplinary contexts of UTS courses.
6. Course quality management processes will monitor current provision and ensure appropriate curriculum renewal and innovation.

The principles and accompanying revised graduate profile framework are grounded in the idea that curricula should be designed to enable students to develop the desired attributes of graduates, embedding the development of 'generic' attributes within professional and disciplinary fields (see for example Barrie, 2006). Development of intended graduate attributes requires constructive alignment between intended graduate profiles, course aims and subject objectives, teaching and learning activities and assessment (Biggs, 2003), in ways which are appropriate for the professional/disciplinary and cultural contexts in which the course is offered.

The practice orientation of UTS is reflected in the Graduate Profile Framework and in the principle that the profile for any given course is aligned with the UTS and Faculty mission.

Implementation of the Principles

The principles are intended for use as part of course design and accreditation processes for new courses and course accreditation and review processes for existing courses. They will be embedded in the OCAP system, to ensure that relevant questions will be addressed by course teams as part of their design and review activities, with the responses available for review by the Course Accreditation committee.