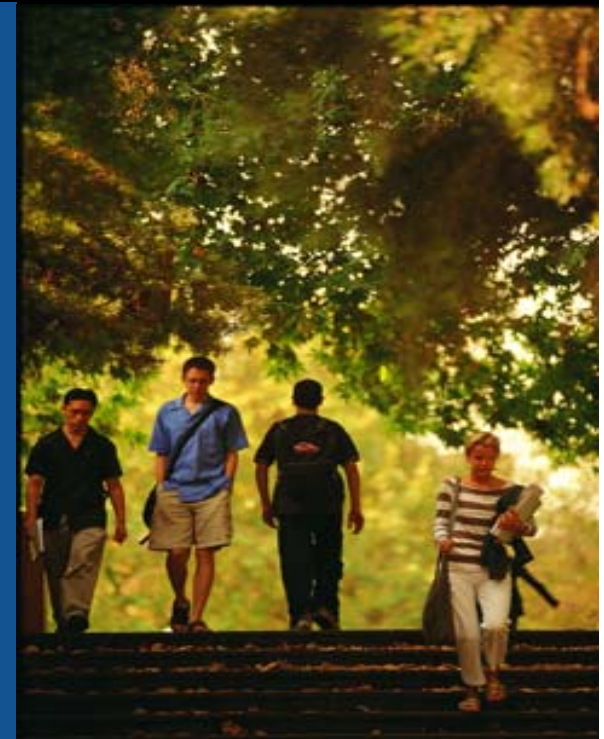




Growing Esteem and the Melbourne Model University of Sydney 3 November 2006

The University of Melbourne >



*Professor Richard James
Director, Centre for the Study of Higher Education*



THE UNIVERSITY OF
MELBOURNE

What is Growing Esteem?

The University of Melbourne >

***Growing Esteem*, Melbourne's new strategy, developed with extensive consultation around the University in 2005:**

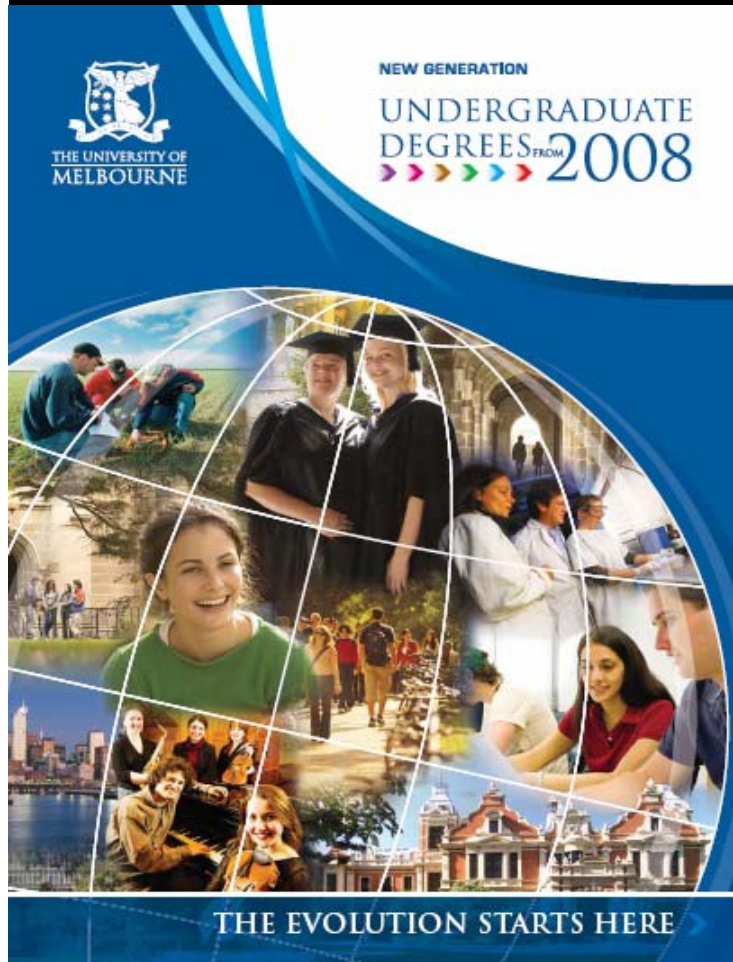
- Signals the University's intention to remain a leading education provider in the 21st century.
- Is the University's response to global and educational change.
- Brings closer alignment to Melbourne's international profile.
- Sets a new benchmark in higher education and a pioneering model in Australia.



THE UNIVERSITY OF
MELBOURNE

Why move to the Melbourne Model?

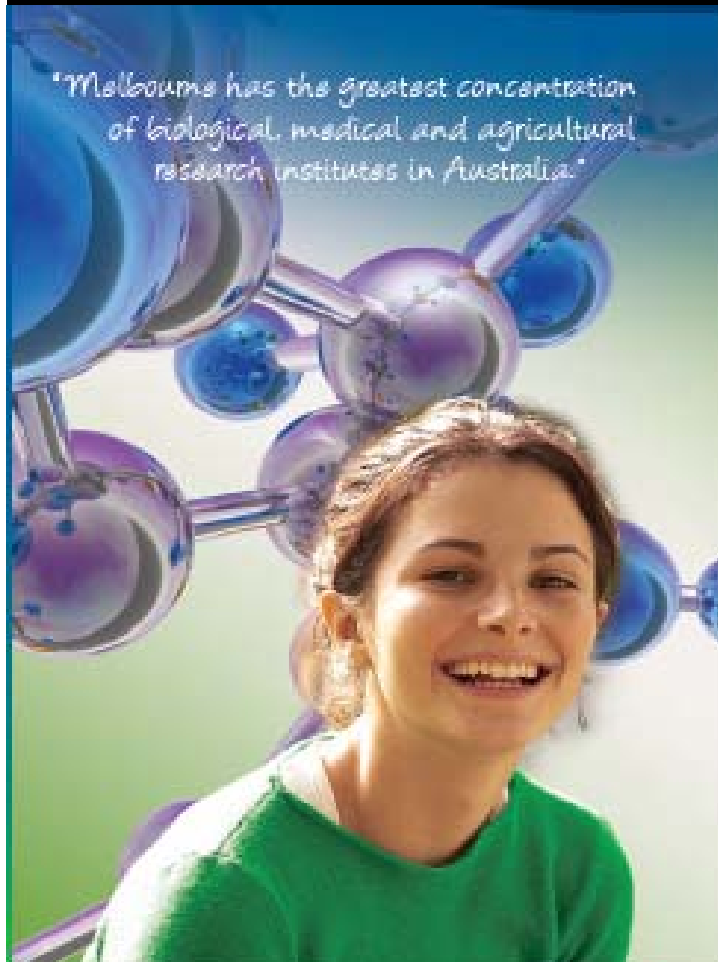
The University of Melbourne >



- Improve the Melbourne educational experience
- Improve career choice and preparation
- Respond to global trends in education and employment

What's distinctive about the Melbourne Model?

The University of Melbourne >

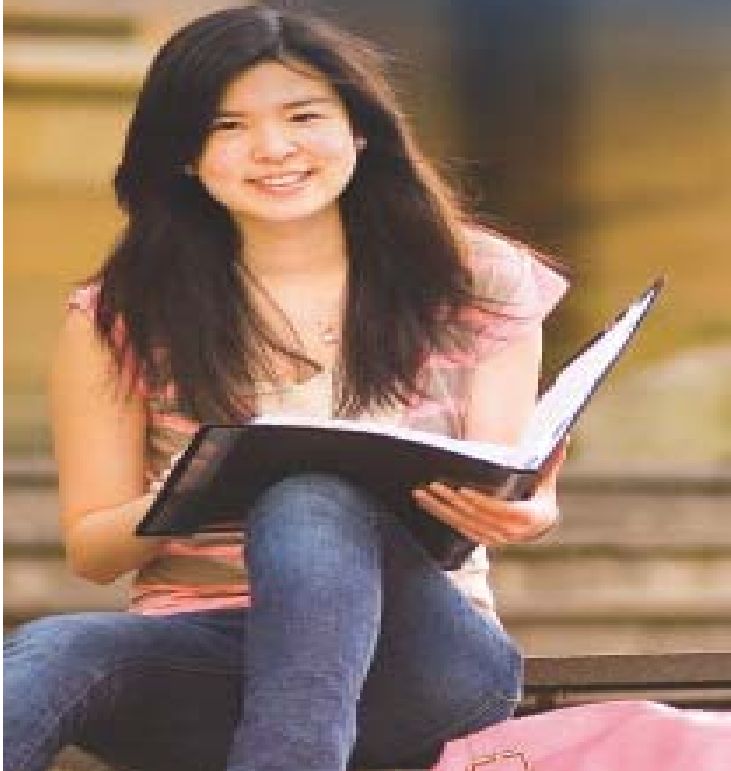


- Degrees structured around '3 + 2 + 3' years.
- New generation degrees offering both depth and breadth - students will complete majors and a 25% - 75 points 'breadth component'.
- Establishment of Degree Steering Committees and a new Board of Undergraduate Studies (BUGS) to oversee the new programs.

Curriculum development around new graduate attributes

The University of Melbourne >

*"Arts at Melbourne provides a global outlook
and the adaptability to succeed in an
international career"*



Melbourne graduates to be:

- Academically excellent
- Knowledgeable across disciplines
- Leaders in professions and communities
- Fluent between cultures
- Active global citizens



THE UNIVERSITY OF
MELBOURNE

New Generation degrees from 2008

The University of Melbourne >

*"A range of skills expanding beyond
the purely musical."*



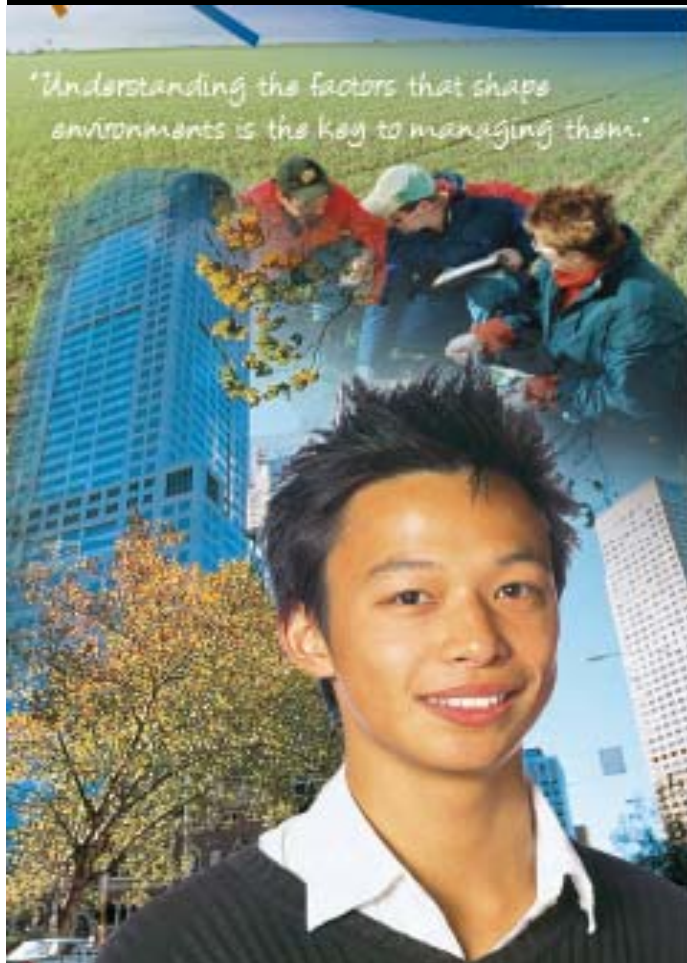
- **Bachelor of Arts**
- **Bachelor of Bioscience**
- **Bachelor of Commerce**
- **Bachelor of Environments**
- **Bachelor of Music**
- **Bachelor of Science**



THE UNIVERSITY OF
MELBOURNE

Access and Equity

The University of Melbourne >



- “Two shot” approach to admission
- Transfer of CSPs to graduate programs
- Expansion of scholarship program
- Access Melbourne will be revised for Melbourne Model



THE UNIVERSITY OF
MELBOURNE

Melbourne programs in 2008

The University of Melbourne >



From 2008:

- Introduction of new generation degrees
- Many existing undergraduate degrees will continue to be offered eg. MBBS
- Some disciplines such as Law and Nursing will be offered for graduate level entry
- Other professionally accredited programs such as Architecture will be offered at the masters level but will have recommended pathways of subject sequences



THE UNIVERSITY OF
MELBOURNE

Some observations on the process of change

The University of Melbourne >

Curriculum development led by Professor Peter McPhee (DVC - Academic) and the Curriculum Commission (all Associate Deans for Teaching and Learning). CC had weekly meetings for first half of year.

Four interwoven considerations:

1. The pedagogical dimension - what should our students learn and how should they learn it?
2. The political dimension - internal and external (government and professions)
3. The market dimension - domestic and international
4. The logistics (finite time, space, \$)

The University of Melbourne >

Much complexity, many stresses and strains!

Revisiting the rationale for the character of a large number of existing degree programs that have evolved and have been fine-tuned over time.

Curriculum Commission constituted along Faculty lines, exposing strong views about the curriculum that are shaped by disciplinary beliefs — difficulty in finding a ‘central logic’.

→ A number of difficult decision points

The University of Melbourne >

1. The previous Faculty-Degree one-to-one ownership.
2. The residual professional character of some programs.
3. Finding the space for the 25% Breadth Component, defining the concept of breadth, achieving Faculty ownership.
4. Professional vs RHD pathways, the squeeze on preparedness for the PhD.
5. The place of Honours year.
6. New processes for selection and admission, inc. provisional selection into Graduate Schools.
7. Need for new level of course advising.



THE UNIVERSITY OF
MELBOURNE

The University of Melbourne >

