

Curriculum Reform in the Faculty of Engineering

Overview Presentation

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Structural Changes.

Previous Structure

UoS weightings :
2,3,4,5,7,8,10,12 cp

6-8 UoS per Sem

Justifications :

Department driven
based on Syllabus and
Content.

New Structure

UoS weighting :
6 cp 4 UoS per Sem

Justifications :

Faculty Template driven
based on Content, Graduate
Attributes, Course Mapping
and Usyd L&T Policy.

Issues with Original Structure

- Difficult to control total semester workloads.
- Peak workload management problems.
- Not a consistent approach between departments.
- EFTSU driven without reference to duplication.
- Extreme difficulty in planning Combined Degrees.
- Difficulty in scheduling for repeat students.
- Large % of contact hours devoted to Lectures.

Aims of Restructure

- Consistent total semester workloads.
- Regulated due-dates and assessment methods.
- Consistent template approach for departments.
- Course requirement driven, UoS sharing.
- Combined Degrees should be seamless.
- Repeat students should not be overloaded.
- Appropriate balance of contact hours for CP.

Transition issues

- Retention of some 3 CP electives and a set of 2,4,6 CP transition units.
- Tendency to lump old UoS material into new 6 CP structure without detailed review.
- 12 CP project work (year long) difficult to fit into 6 CP packaged UoS.
- Very confusing to students when ALL UoS in degree change. Prerequisite and assumed knowledge issues.
- Repeat student failure issues.

Curriculum Processes

- Improved academic coherence, student satisfaction.
- Curriculum mapping catalyst for professional conversation & specific changes
- UoS database & Std. Outlines - cross-faculty consistency, enhance broader L&T focus (GA's, assessment)
- Better L&T management info. - GA's, assessment, L&T methods
- Enhanced compliance - Academic Board, professional accreditation

Outcomes

- Control over number of assessments due at same time, number of exams in same week.
- Better defined paths for new students (course mapping)
- Better integration of combined degree programs.
- More opportunity for shared or common UoS.

- Ability to consistently report and analyse progression, workload and GA requirements for UoS and Courses.

- Changes coincide with SCEQ improvement

Ongoing Challenges to Improve

- GA balance across programs/UoS
- Links between assessment strategies & UoS goals
- Variable quality of professional conversations across faculty schools.
- Ability of schools to work together on common UoS
- Mechanisms / enthusiasm for continuous improvement