2016 WAND SMALL GRANTS SCHEME FINAL REPORT

Project Leader: Prof Carole Steketee Team: Dr Ainslie Robinson; Nicholas Arnold; Associate Professor Lisa Goldacre; and Helen Rogers		**Lead Institution:** The University of Notre Dame, Australia
Project Title: Creating a "generic language" shell to enable use of Prudentia™ curriculum mapping software across disciplines		
Budget: $6000	**Spent**: $6000	**Balance: $**0

Main outcomes and achievements of the project

The major outputs of the project are:

1. Linked the LTO to the AESC mapping project and supported an extension of time;
2. Made significant progress towards developing a generic language shell in Prudentia™ into which the curriculum design language of any discipline can be input;
3. A Prudentia™ shell comprising the curriculum of the AESC Pathway courses mapped to their current requirements;
4. A Prudentia™ shell comprising the GCLTHE course substantially mapped;
5. Dissemination of the project at the WAND Sharing Day 2016 (poster);
6. Dissemination at the WA TLF 2016 via a 20-minute presentation;
7. Planned dissemination opportunities at Notre Dame in 2017;
8. Publication in draft regarding outcomes of this phase of the development;
9. Inclusion of 3 additional pilot Schools (Arts & Sciences; Physiotherapy; Nursing & Midwifery) to input data into the evolving generic shell and provide ongoing feedback;
10. Increased buy-in from the institution; and
11. A fortnightly advisory group to oversee progress of the generic shell expanded to include the new stakeholders.

Major findings:

It became clear across the project period that the outcomes were not mutually exclusive as by building the course data into the software one generates the style of generic language required that can then be applied to the mapping of curricula from other disciplines in the future. That is, the data and the generic language became causally associated.

As a result of this project we have been able to create iterative links between the School of Medicine (HPE course), the AESC (TPP course) and LTO (GCLTHE course) to brainstorm and trial different approaches to achieving the generic shell desired. Through the exercise of fortnightly reporting and feedback from the Software Engineer, we have established a metholdology for ongoing development to which we have now invited three (3) new Schools to participate with larger data sets than those associated with the HPE, AESC and LTO. In particular the data set from the School of Arts and Sciences is of great interest as with its variety of disciplines and unit combinations it can truly test the robustness of the generic language shell.

The plan going forward includes:

a) Seeking ongoing support from the institution to continue the pilot and ultimately expand to include all Schools/areas at ND;
b) Disseminating the findings of this project internally and externally; and
c) Providing an evidence-base for continuing use of and development of Prudentia™.

Scholarly Outputs to date have included an academic poster, abstract and presentation slides. There has also been cross-campus dissimination and more will follow. A paper providing a case study of this phase of the project (building on existing publications on earlier phases) and providing evidence of the application and success of the generic shell are also planned. The advent of the HE Standards and the requirement for higher education institutions to represent, map and prove alignment in curriuclum design will provide the context for, and continuing interest in, the dissemination of this important work.

Executive Summary

Within the current regulatory environment where it is crucial to account for curriculum design quality to third parties, and in the best-practice context of providing transparent requirements to students, it is vital that staff have access to current and accurate course information in the mapping, review, renewal, planning and delivery processes associated with maintaining excellence in Learning and Teaching. To date there has not been any system proffered to staff/students that delivers such benefits to the extent and quality achieved through the application of Prudentia™.

The University of Notre Dame, Australia (Notre Dame) arrived at Prudentia™ as a curriculum mapping solution through a series of experimental stages after which Prudentia™ was deemed to be the best and most cost-effective solution. Internal and external dissemination of Prudentia™ to date has generated considerable interest, but it could not be applied across disciplines until a generic language shell was completed and trialled. It is not an exaggeration to state that Prudentia™ would revolutionise curriculum mapping for academics in all L&T areas if made broadly available. As Prudentia™ itself exists, the scope of this project was to develop a generic language shell into which Prudentia™ could receive and map curriculum information from disciplines other than Medicine, where the tool has hitherto been successfully deployed.

Recommendations for future investigation

1. A full pilot including evaluation of the generic shell across all discipline areas at the University to generate a comprehensive evidence-based report of the efficacy of the application;
2. Benchmarking of Prudentia™ against other curriculum mapping tools with a generic capacity for evaluation purposes; and
3. Developing a plan for promoting buy-in to the development, management and promotion of Prudentia™ to ensure its longevity and scalability.