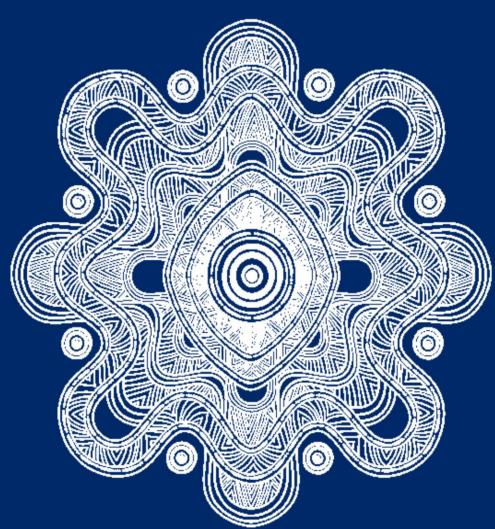


From Ordinary to Extraordinary: Elevating FFAM's Curriculum Development Process through Service Improvement

Adam Downs | Academic Programs Manager FFAM Sally Cattell | Service Improvement Lead

Acknowledgment of Country





The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples.

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

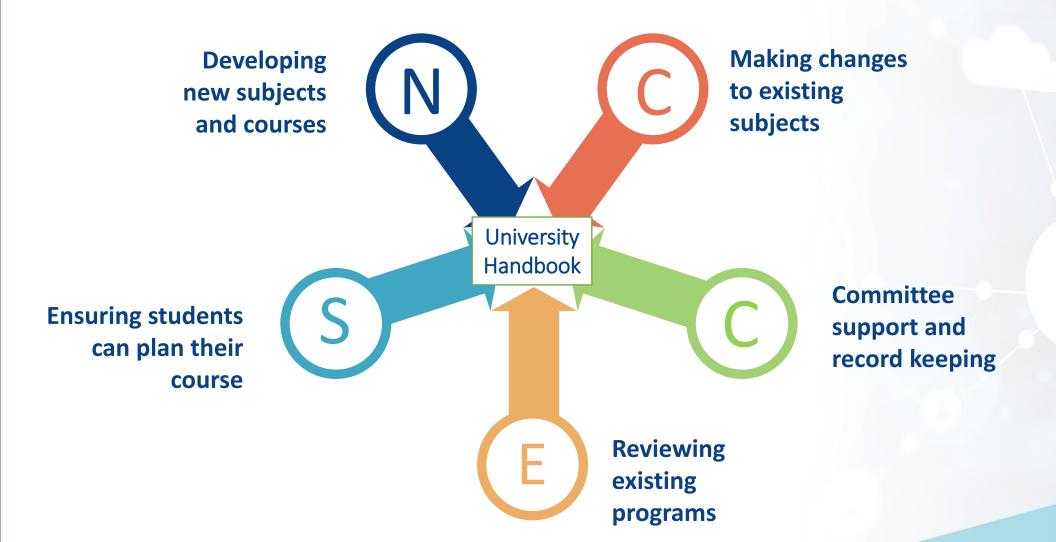
We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.



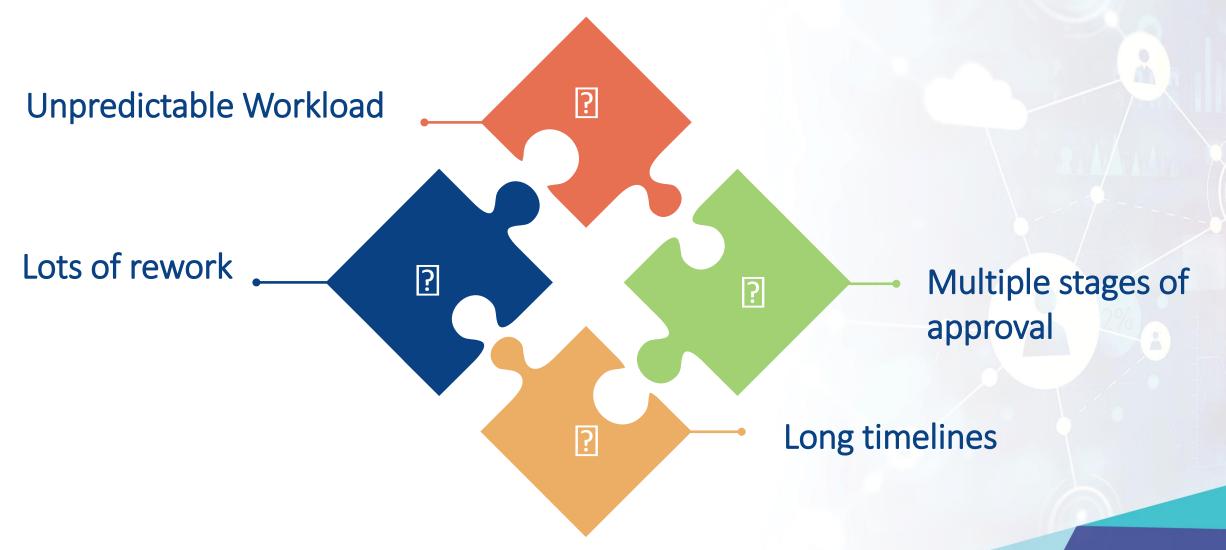
What is the Faculty of Fine Arts and Music Curriculum Development Process





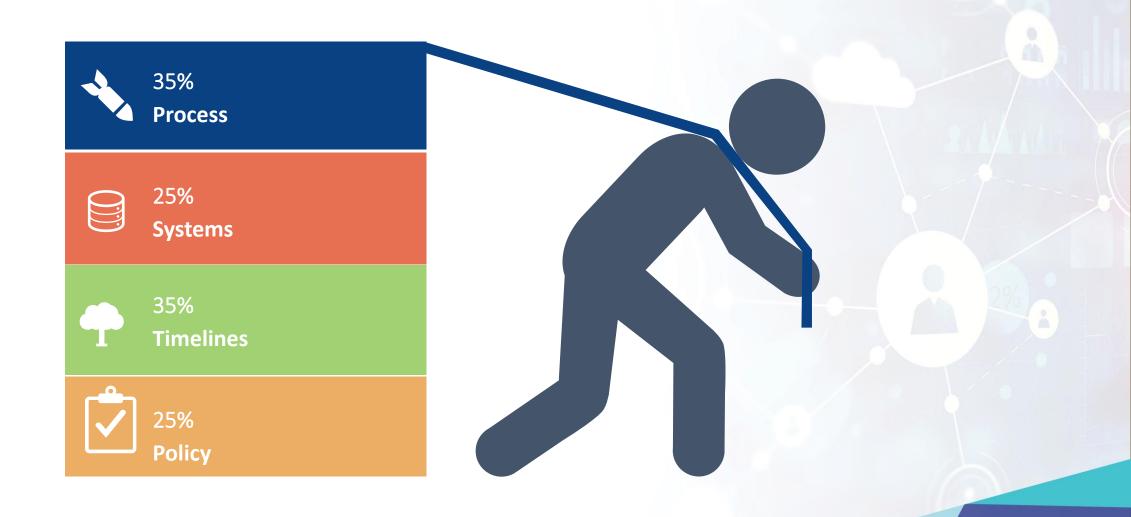
The problem..





Looking at the process, not the people!





Assumptions





Most projects fail

- Improvement requires large-scale change
- Projects are hard to execute

Too many stakeholders

Key to



Bringing stakeholders together



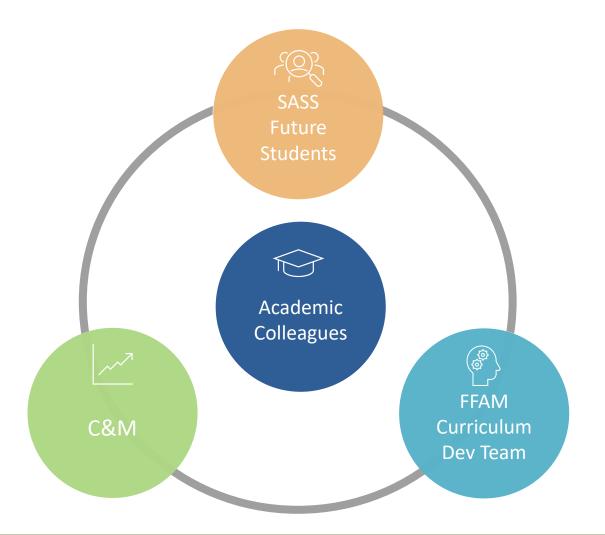
Improvement Methodology

'Outside' perspective and support

Identifying and Empowering Key Participants



The curriculum development process requires a combination of expertise enables the development and delivery of robust and successful courses.





Academic Colleagues

Responsible for curriculum development and owners of the faculty process.



FFAM Curriculum Development Team

Holds critical knowledge on University policy, legislation and faculty practices and how it applies to curriculum development.



SASS Future Students

Utilises insight of future students to shape curriculum and facilitate successful recruitment. Recruits to the courses post development



Communications and Marketing (C&M)

Can determine marketability and feasibility of curriculum to inform development and ensure successful marketing post-development.

Unravelling Complexity and Embracing Change

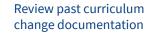
THE UNIVERSITY OF MELBOURNE

Service improvement methodology was applied to the project to understand the problem, identify and test possible causes, prioritise key opportunities for improvement and develop the future state process.



Define the business problem and confirm scope.

DEFINE



- Conducted interviews
- Defined problem statement

MEASURE

Understand current state and narrow project focus.

- Workshops with all stakeholder groups
- Captured detailed process
- Understood pain points
- Identified themes and potential root causes

ANALYSE

Identify root cause and prioritise improvement opportunities.

- Workshops to test possible root causes
- Identify root cause
- Identify, validate and prioritise improvement opportunities

IMPROVE

Identify, test and implement a solution to the problem; in part or in whole.

- Weekly solution sessions
- Develop and validate a high-level process
- Workshops to define lower-level process detail
- Implementation roadmap
- Validation and handover

CONTROL

Embed the changes, monitor and maintain improvements.

 Iterative implementation and control underway!

Operational Performance Group - The University of Melbourne

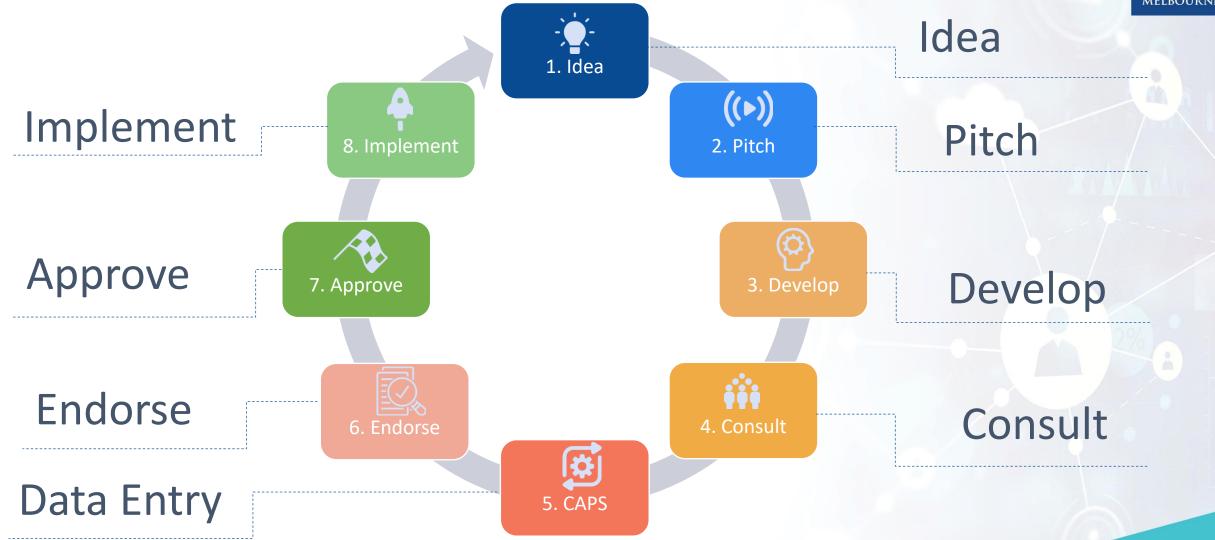
GOAL

THIS

HOW WE

8 Steps to Major Curriculum Development and Approval





Key Takeaways





Dedicate time to understand problem



Codesign outcomes



Prioritise the time for project work



Consider
implementation
and resource
requirements

