

WHAT DOES IT TAKE TO REDESIGN A DEGREE? A CASE STUDY

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BACKGROUND

The Bachelor of Pharmaceutical Science course¹ at Monash University is presently in the second year of a three-year redevelopment. Initiated to address the recommendations of a 2015 course review, the redevelopment has grown into a full course redesign with multiple aims including the deep embedding of skill development, authentic learning and lifelong learning skills into the curriculum; strengthening integrated and interdisciplinary learning; and improving the student experience.

AIMS

This case study maps the key stages in the full redesign of an applied science degree with the aim of identifying internal and external factors that have shaped its conception and implementation.

METHODS

Multiple data sources (institutional data, planning documents, personal notes and recollections) are used to describe the redesign process over a four-year period. The elements of the process are analysed with respect to literature examples and models of educational change and curriculum design.

RESULTS AND CONCLUSIONS

The present case has employed a mixed approach, addressing both institutional and individual practices, that is mostly consistent with an integration strategy of curriculum change.

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¹ 'Course' and 'degree' here refer to the entire program of study, whereas the term 'unit' is used for individual units (= 'subjects') of study.