



**MACQUARIE**  
University

# Digital Curriculum Transformation using Learning Design

ASSOCIATE PROFESSOR PANOS VLACHOPOULOS

FACULTY OF ARTS

HKU JULY 2020



# Faculty of Arts' Reputation

AUSTRALIAN AND GLOBAL STANDARD



MACQUARIE  
University

RANKED

**#100**

globally

ARTS & HUMANITIES

*Times Higher Education*  
World University Rankings, 2020

BACHELOR OF ARTS

Top 10 

most in-demand  
course

Universities Admission Centre NSW, 2020

Ranked

**#34**

in the world for

**PHILOSOPHY**



QS World University Rankings, 2019

RANKED IN

**Top 2**

Australian universities for  
overall student satisfaction  
for online study  
(OUA 2020\*)

\* Macquarie University 2019 Performance and  
Overview, Open Universities Australia, May 2020

**ERA**  
**RANKING**

Above World Standard

Above world standard in:

Philosophy (Well above)

Communication and Media Studies

Applied Ethics

Sociology

Anthropology

Literary Studies

# Faculty of Arts



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## AT A GLANCE



# Teaching and Learning Online



In response to  
COVID-19 FOA  
courses and units  
are delivered fully  
online

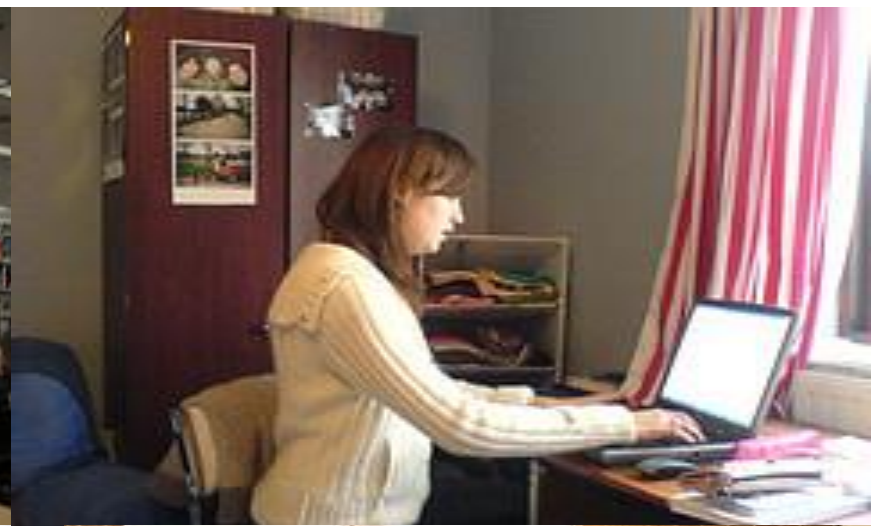
Online  
development  
based on decades  
of success in  
online teaching

National lead in  
online teaching  
ranked in the top 2  
Universities for  
online teaching in  
Australia  
(Macquarie University 2019 Performance  
and Overview, OUA, May 2020)

Positive feedback  
from students  
about online  
engagement and  
support



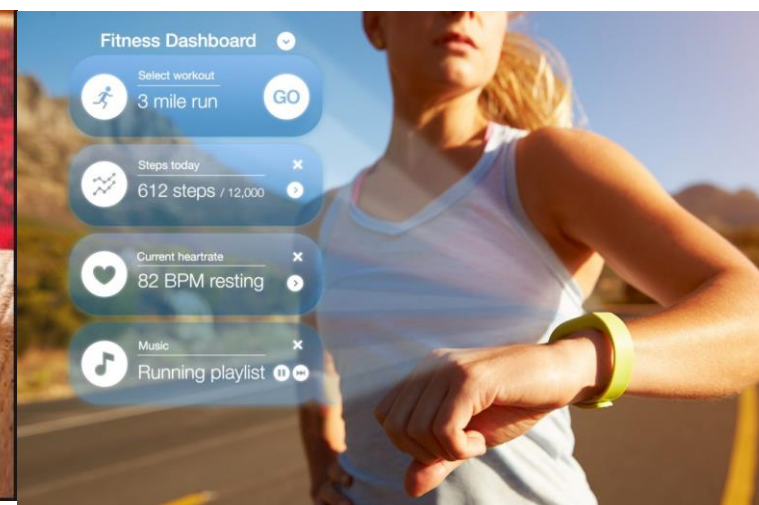
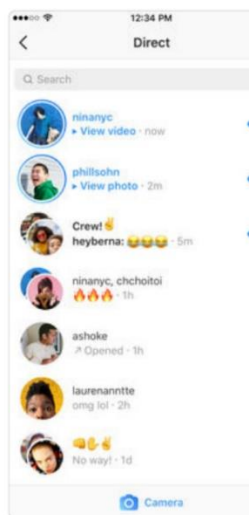
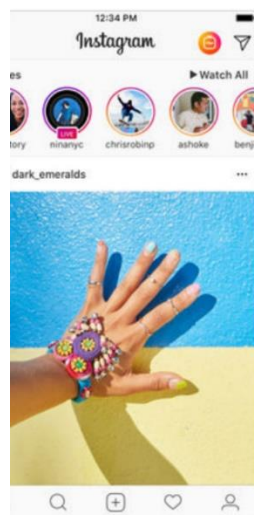
# academic curriculum







## rest of life





**How?**

# We did our homework



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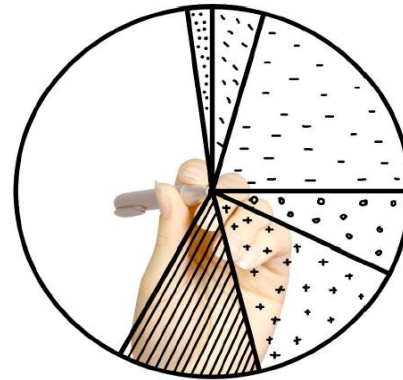
Insight Report

## The Future of Jobs Report 2018

Centre for the New Economy and Society



**Deloitte.**  
Access Economics



**The Value of the Humanities**  
Macquarie University  
July 2018

**EDUCAUSE**

**EDUCAUSE Horizon Report** | 2019 Higher Education Edition



UNIVERSITIES AUSTRALIA

**HIGHER EDUCATION:**  
FACTS AND FIGURES  
JULY 2019





*British Journal of Educational Technology*  
doi:10.1111/bjet.12668

Vol 49 No 6 2018

981–997

### *A critical analysis of technology-enhanced learning design frameworks*

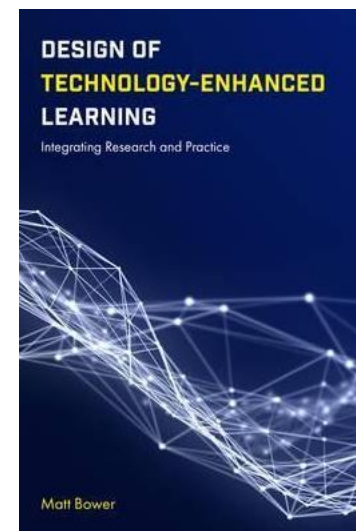
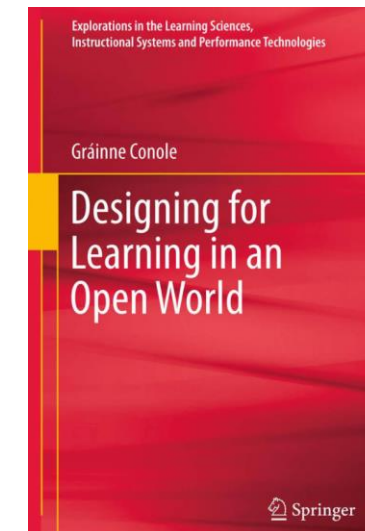
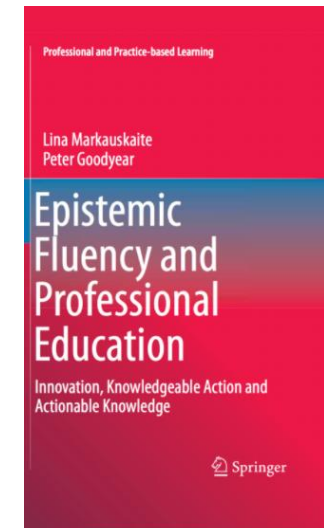
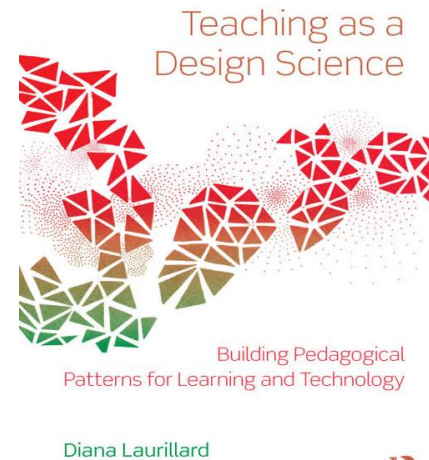
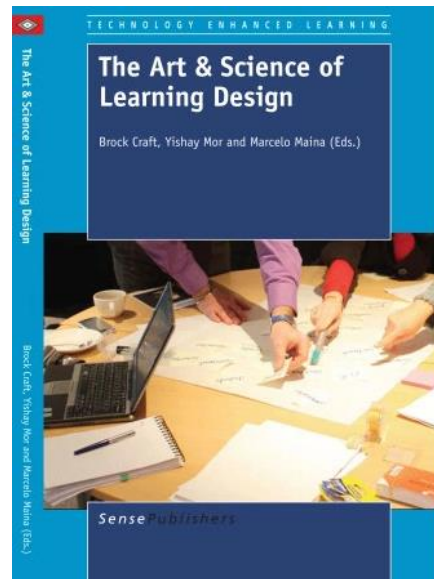
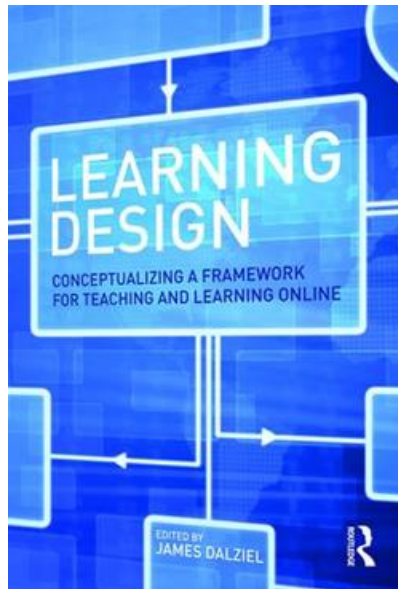
**Matt Bower and Panos Vlachopoulos**

Findings indicated that technology-enhanced learning design models can be differentiated according to whether they constitute a conceptual framework or a procedural method, their epistemological and pedagogical underpinnings, the level of granularity of the model, the extent to which contextual elements are considered, whether interactions between teachers and students are integral, whether guidance for selecting technologies is included and whether any sort of evaluation of the model has been conducted

# Learning Design Literature (sample)



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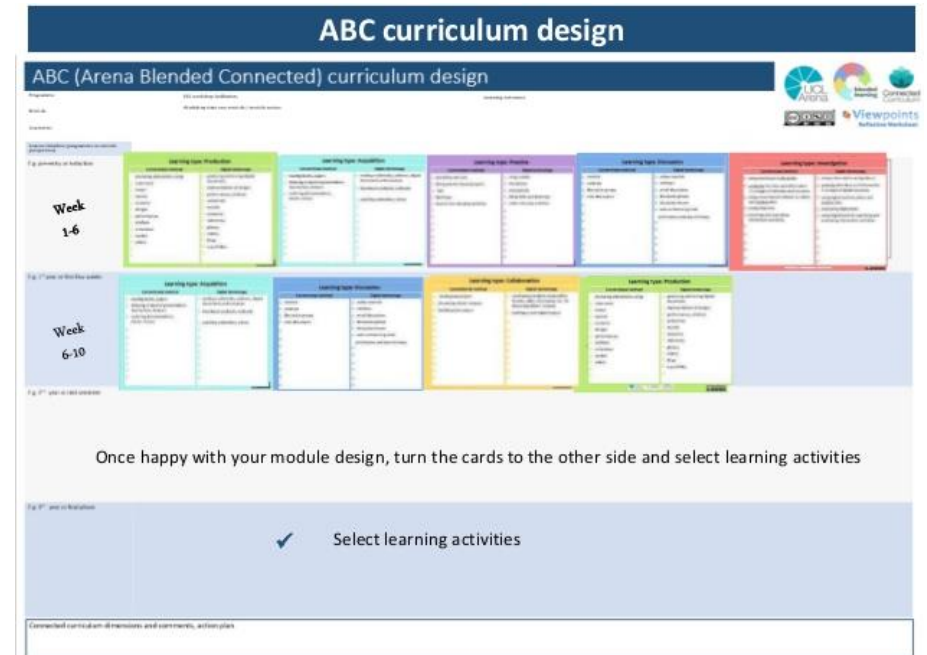


# Learning Design methodologies



Carpe Diem –  
A team based  
approach to learning  
design

The ABC  
Learning Design  
Process



## Design Develop Implement

Sharp concepts and powerful strategies for improving learning design in your programs

Design Develop Implement is an evidence-based innovative and collaborative approach to rapid program design and development. The DDI series is based on themes that support the achievement of MQ's Learning and Teaching strategy.



The DDI  
approach to  
Learning  
Design



# MQ BA external engagement project 2018-2020

## COLLABORATION WITH INDUSTRY – BA AND BEYOND



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Analysis of demand and supply of Humanities skills July '18 – July '19	Testing BA redesign concepts Nov '18 – Dec '19	Delivering the BA in 2020 July '19 – process ongoing	Future ideas Oct '19 – process ongoing
<p><b>Deloitte Access Economics report on workforce skills</b> (Deloitte, Westpac, NSW PSC)</p> <p><b>Meetings with industry</b> (Deloitte, Westpac, NSW PSC, Adobe, Microsoft, Dept of Skills &amp; Employment; CBA, Accenture, 2nd Road, Fjord, DXC Technology, EY, Hays)</p>	<p><b>Talent Manager workshops</b> (CBA, Deloitte, Macq Bank, Allens, APRA, Hays)</p> <p><b>Design workshops Humanities &amp; Social Sciences in the World foundation unit</b> (EY, Fjord, YourSide, SSE, Dept of Planning)</p> <p><b>Extracurricular options (content and delivery)</b> (Microsoft, Adobe, Cisco, SSE)</p>	<p><b>'Industry and skills weeks'</b> in the Foundation &amp; Capstone (Sydney School of Entrepreneurship)</p> <p><b>Transferable skills framework – employability data</b> (Middle8)</p> <p><b>Humanities &amp; the World unit:</b> future of work, storytelling, policy change (Accenture, Empathic Consulting, Dept of Employ &amp; Jobs)</p> <p><b>BA Voices video project</b> – alumni skills and career journey stories (Adobe, Accenture, DXC, Dept of Planning and many more)</p> <p><b>Digital skills education</b> – (Adobe, Accenture, Microsoft)</p>	<p><b>Industry leader roundtables</b></p> <p><b>Research on Internship/Mentoring of BA under and postgrad</b></p> <p><b>Development of digital employability advisory platform integrated with curriculum</b></p> <p><b>Promoting the new BA and focus on employability to future students, schools and parents</b></p> <p>Consultation to <b>ensure Humanities educ continues to cater for core employers</b> (Gov and NFP)</p>

# Some facts around Australia's Job Market

SOURCE: MIDDLE8/ EY (2019-2020)

Total Records	281,925
Ad in which Qualifications are required	38,374
Specified Tertiary Qualifications required	14,601
Bachelor level qualifications required	5,570
Masters level qualifications required	1,019
PHD level qualifications required	653

1. Most of the jobs currently (Pre-Covid19) advertised across Australia place a stronger focus on skills rather than specifying a degree/or qualification.
2. When a Bachelor degree is mentioned, most of the job advertisements simply refer to 'any Bachelor degree'.
3. The Bachelor of Arts (and Social Science) is a recognisable qualification that is known for being general.
4. Most of the graduates with an Arts Humanities and Social Science degree end up in diverse jobs.
5. There is an increased demand for multi-skilled talent ( technical and transferable skills).

# Demand for Bachelor of Arts transferrable skills

critical thinking; communication; teamwork; digital skills, project management.

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Skill	% of advertised entry level roles that have this skill	% of advertised roles requiring an undefined bachelors degree that have this skill
Critical Thinking	19%	25%
Communication skills	42%	57%
Teamwork	15%	17%
Digital skills	33%	41%
Project Management	11%	15%



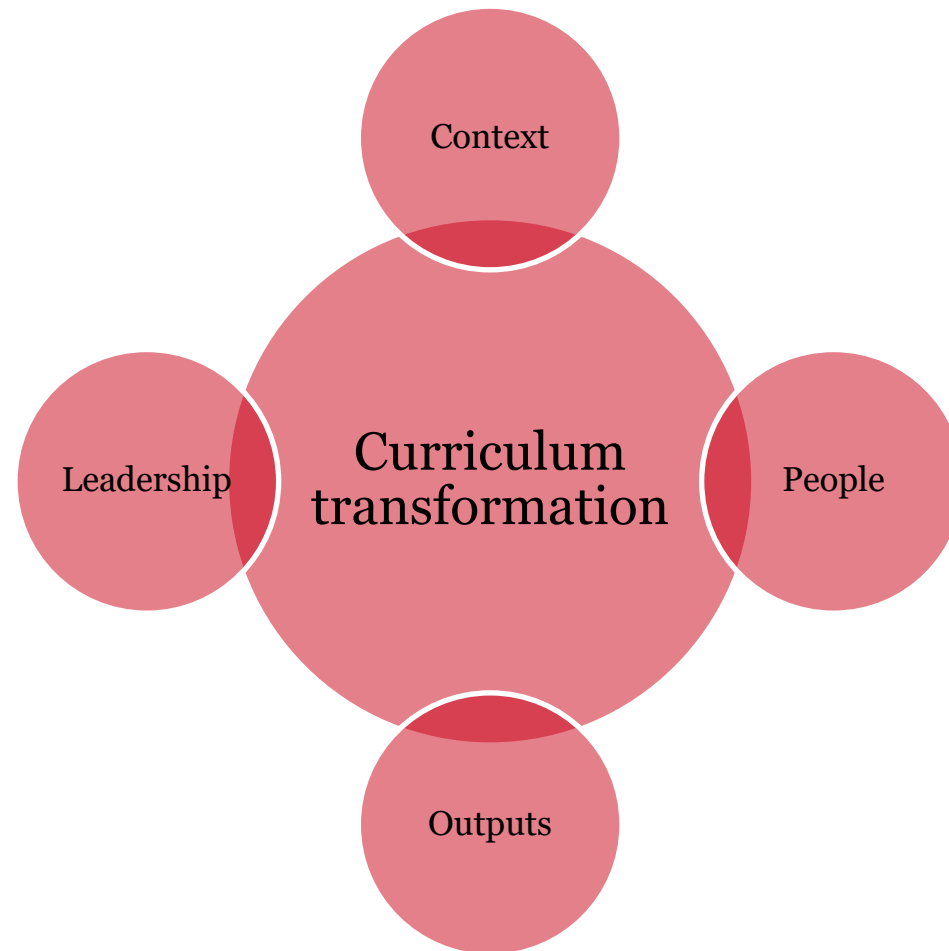
# A few decisions to make



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HOW TO DESIGN FOR DIGITAL CURRICULUM TRANSFORMATION? WHAT TYPE OF DIGITAL TRANSFORMATION?

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# MAKE FUNDING AVAILABLE

## STRATEGIC AND OPERATIONAL FUNDING

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Also, ensure alignment with University processes and procedures. Simple things:

1. Curriculum lifecycle
2. Academic workloads
3. Knowledge of local policies and guidelines
4. Alignment with other initiatives across the University (e.g. academic promotions, LT Awards)
5. Keep executive leadership informed and involved

# Design, Develop, Implement (DDI) Workshops

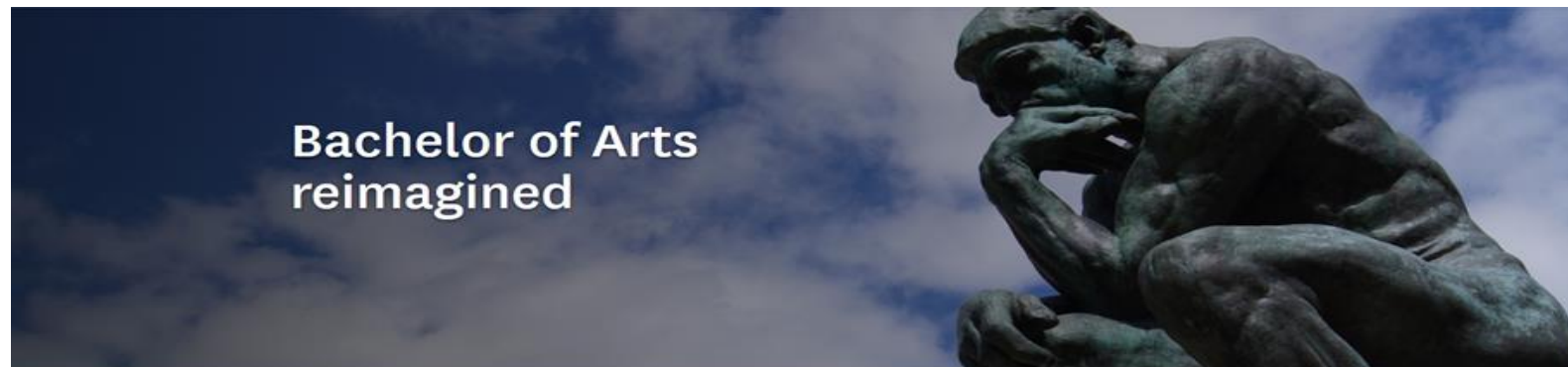


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## PROJECT BACKGROUND

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- University-wide Curriculum Architecture (CA) Project from February 2018 – December 2019
- The [Reimagining the BA](#) Project from January 2018 - December 2019
- The DDI Workshop Project Timeline: January - December 2019



### The Arts degree that will set you apart

#### Reimagine your future

Prepare to innovate and inspire with Macquarie's new Bachelor of Arts. Our customisable degree structures empower you to pursue both your passions and your career goals - however diverse or complementary they may be.

You'll be empowered to make the world your classroom through exchanges with our 200+ partner universities in 50+ countries while earning credit towards your degree.

On campus, you'll be part of a vibrant community in our brand new [Arts Precinct](#) - one equipped with cutting edge facilities and tech thanks to leading industry partners.

#### Academic rigour and discipline depth

Make your degree relevant to the world around you. You can:

- focus your study with your choice of over 50 majors
- combine your interests to create your own unique study experience - from data science with philosophy to ancient history with international relations
- learn with world-leading researchers and teachers
- build the research skills for further study in arts, humanities and social sciences
- develop the technical skills in discipline-based research, analysis and communication

MAKE AN ENQUIRY



# Design, Develop, Implement (DDI) Workshops



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## THE DDI METHODOLOGY

### Design Develop Implement

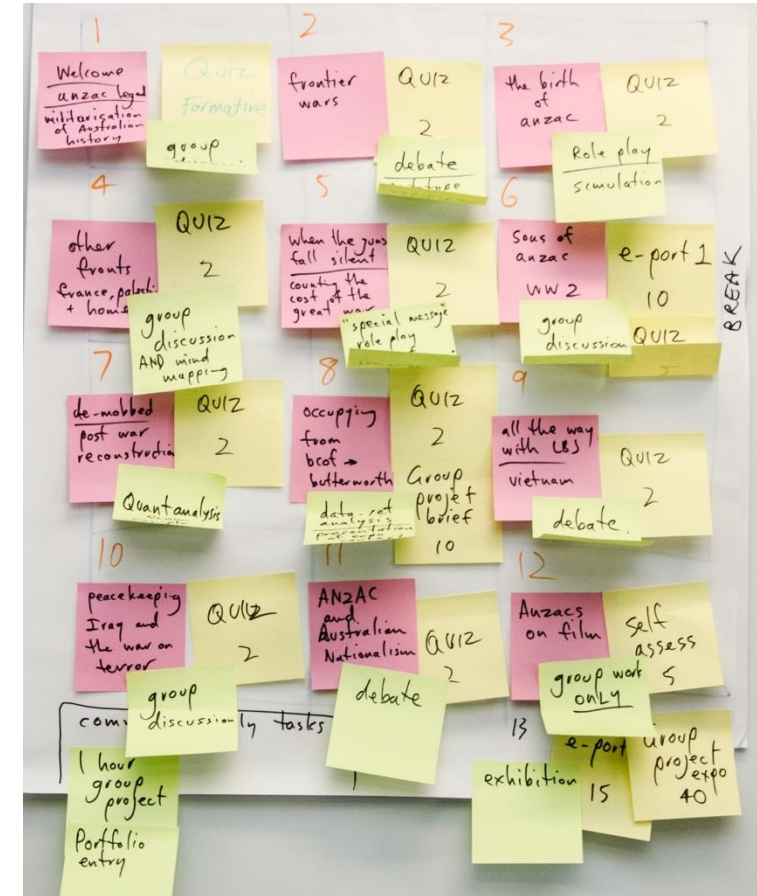
Sharp concepts and powerful strategies for improving learning design in your programs

Deidre Seto and Panos Vlachopoulos

Design Develop Implement is an evidence-based innovative and collaborative approach to rapid program design and development. The DDI series is based on themes that support the achievement of MQ's Learning and Teaching strategy.



Issues to consider:	Questions to think about:
<b>Learners (e.g. their needs, motives for learning, prior learning etc.)</b>	<b>Who are your learners?</b> <b>What can motivate them to engage with the unit?</b>
<b>Intended learning outcomes (knowledge, skills)</b>	<b>What are the course outcomes?</b> <b>How does this unit fit within the course?</b> <b>What are the key capabilities/competences you wish students to develop?</b>
<b>Learning Environment (face-to-face or online, blended, flipped classroom, open educational experience etc.)</b>	<b>Where will the majority of the learning and development take place?</b> <b>What type of 'blended' experience will you design for?</b> <b>What technologies are available?</b>
<b>Curriculum aspects (approaches to learning, assessment, feedback etc.)</b>	<b>What approach to learning will be taken?</b> <b>In what way will content be provided?</b> <b>What MUST be assessed?</b> <b>What feedback strategies will be used?</b>
<b>Learning Activity (types of activities and types of interactions)</b>	<b>What are the types of activities that students MUST complete in order to meet the learning outcomes?</b> <b>What are other possible follow up activities that ideally you would like students to engage with?</b>



# Design, Develop, Implement (DDI) Workshops

## PROJECT OBJECTIVES

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- To assist in the design, development and implementation of the 2020 curriculum by offering DDI workshops.
- Focus on Digital Innovation (primarily modes of delivery, activity design and assessment)
- To promote better connection with industry and community (including alumni members)
- To foster diverse learning and teaching approaches (eg. Team-based learning (TBL), Team-teaching).
- To encourage the following:
  - Use of a consistent design layout (templated)
  - Use of Universal Design (UD) principles
  - Compliance with other University policies where applicable (eg. Assessment Policy)

# Design, Develop, Implement (DDI) Workshops

## PROJECT PHASES

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### PHASE 1: JANUARY TO FEBRUARY 2019

Preselection – consultation and interviews with relevant stakeholders to determine participants' needs and to promote the purpose and benefits of participating in the DDI process.

### PHASE 2: MARCH TO SEPTEMBER 2019

DDI Workshops – provision of DDI workshops and delivery of aligned resources. Workshop types:

1. DDI 'Lite' - existing units in a course, major or specialisation
2. DDI 'New' - brand new units in a course, major or specialisation

### PHASE 3: OCTOBER TO DECEMBER 2019

Follow-up development and support – provision of post-workshop support based on participants' unit development needs identified in Phases 1 and 2.



# Design, Develop, Implement (DDI) Workshops

## IDENTIFYING DDI REQUIREMENTS

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Before the project began in January 2019 the Faculty of Arts Learning and Teaching Team completed a scan of all the existing units in the Faculty.

### [DDI Flow Chart](#) (VERY IMPORTANT)

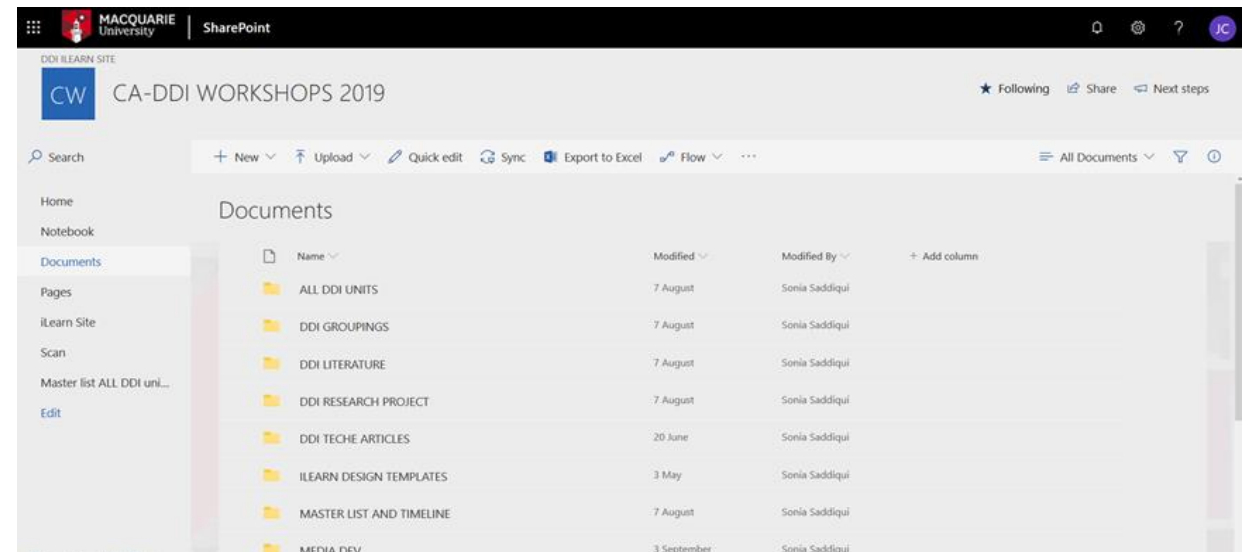
The findings from the scan were used to develop our DDI Flow Chart. The rationale for developing a flow chart was that DDI is “opt-in” not a requirement for curriculum renewal and there are other Learning and Teaching supports available within the Faculty:

- Attending weekly support clinics
- Lodging a support ticket
- Booking a consultation session with a member of the Learning and Teaching Team

# Design, Develop, Implement (DDI) Workshops

## IDENTIFYING DDI RESOURCES

- Resources for anyone wanting to know more about our DDI Workshops are available on our [iLearn site](#)
- Resources for the Project Management of DDI Workshops are available on our [SharePoint site](#)
- Faculty of [Arts Learning and Teaching Hub](#) we also use resources on this site to send to academic attending the DDI Workshops.



# Design, Develop, Implement (DDI) Workshops

## PROJECT PROCESSES

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### PROCESSES BEFORE A DDI WORKSHOP

- Pre-consultation with Head of Department, Learning and Teaching Director, Course Director or Unit Convenor – to scope the workshop aims and purpose, timing and invitees.
- Logistics – booking room, catering, sending invitations etc.
- Finalising the agenda in collaboration with Head of Department, Learning and Teaching Director, Course Director or Unit Convenor.
- Collating resources to use in the workshop and organising presentations.

### PROCESSES AFTER A DDI WORKSHOP

- Finalise the workshop notes and any supporting documentation.
- Send the workshop notes to all participants with a link to a survey for feedback on the workshop.
- Digitise the story boards and send to Course Director or Unit Convenor for approval.
- Once approved, create a development space in iLearn.
- Delegate tasks for the development of the site.
- If appropriate, schedule the next workshop and send “save-the-date” invites.

# Design, Develop, Implement (DDI) Workshops



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## PROJECT PROCESSES

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While the processes are the same none of the workshops have been the same. We believe this is a characteristic of the collaborative and iterative approach in the DDI methodology.

### **ARTS 1000**

**Pre-project – [workshop with Industry and Students](#)**

#### **DDI WORKSHOP 1**

**Designing the structure of three core units**

#### **DDI WORKSHOP 2**

**Designing the Team-Based Learning approach**

#### **DDI WORKSHOP 3 & 4**

**Feedback from Industry on scenarios**

**Feedback from students**

#### **DDI LITE PROJECTS**

**Developing learning events for the units**

### **GEOP 5 Majors**

#### **DDI WORKSHOP 1**

**Mapping the skills in the Major Learning Outcomes to 1000 Level, 2000 Level and 3000 Level and storyboarding those skills**

#### **DDI WORKSHOP 1**

**Mapping the assessment tasks to the skills and the Unit Learning Outcomes at 1000 Level, 2000 Level and 3000 Level and creating an assessment map (digital assessments, included) across the 5 majors and two named degrees**

### **BA English Major**

#### **DDI Workshop 1**

**Blueprinting was completed before the workshop thus storyboard, peer-review and action plans were made for the 8 essential units in the major.**

#### **DDI Workshop 2**

**Development of learning events, activities and assessments (focus on digital assessment and digital creativity). Special DDI session for media development.**



# Design, Develop, Implement (DDI) Workshops

## UNIT DEVELOPMENT

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We have facilitated 15 DDI New workshops and 16 DDI Lite. There are 85 [units using the DDI methodology](#). These units are in the Bachelor of Arts, Bachelor of International Studies, Bachelor of Planning, Bachelor of Social Science, Master of Public and Social Policy, Master of Creative Writing, Master of Laws and Master of Research.

The Project Timeline was 2nd January to 31st December 2019, however, these units have different delivery timeframes:



# Design, Develop, Implement (DDI) Workshops

## EXAMPLES OF DDI LITE PROJECTS DEVELOPED IN WORKSHOPS

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In the ARTS1000 DDI workshop

1. Project brief for the Bachelor of Arts Hub (content only)
2. Project brief for the overall governance and preparation in Kickstart (a module open to all student 2 weeks before session) and week 1.
3. Project brief for the development of 3 TBL scenarios for online delivery.
4. Project brief for all media productions in ARTS1000.
5. Project brief for developing content for week 5 and 9 (consolidation weeks and opportunities for Industry involvement.
6. Project brief for the BA ePortfolio (only the templates and activities)

These DDI Lite projects will be recorded on the project excel sheet once the project briefs have been approved.

# DDI Learning Design Template

## PREPARE-PARTICIPATE-CONSOLIDATE



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### 5 Topic 3 Understanding the Welfare State: The political and economic roles of social policy



#### Topic Overview

The welfare state, at its simplest, is the collective name given to the social policies of a particular country. While there is much diversity around the world, welfare states effectively set the responsibilities that the state but also the market, civil society, and families have for social welfare. When seeking to evaluate social policies, the welfare state is part of the broader context that often needs to be considered. So, our third topic introduces different understandings of the welfare state, focusing on the different economic and political roles it has in contemporary societies.

#### Prepare

##### Key Tasks

Please prepare for this topic by doing the following:

Reading the three required readings

Viewing the video lecture for this topic

Reading over the instructions for your third blog entry

##### Required Reading

There are three required readings this topic. Please undertake these readings in the order listed.

Kuhlmann, J. (2019) 'What is a welfare state?' in Greve, B. (eds.) *Routledge Handbook of the Welfare State*, 2nd Edition, Routledge: London.

Yeatman, A. (2018) 'Gender, social policy and the idea of the welfare state' in Shaver, S. (eds.) *Handbook on Gender and Social Policy*, Cheltenham: Edward Elgar, pp. 21-36.

Beland, D. & R. Mahon (2016) 'Social exclusion, new social risks and social investment' *Advanced Introduction to Social Policy*, Edward Elgar Press: Cheltenham.

#### Participate

##### Lecture Materials



Topic 3 lecture slides  
1.6MB PDF document

SOCI8020 Topic 3 lecture slides  
2.3MB Powerpoint 2007 presentation  
[Hidden from students](#)

##### Online Tutorial

Part 1: The Australian Welfare State Model

Part 2: Analysing COVID-19 Stimulus Packages

#### Consolidate

##### Blog Entry

Online Journal: The brief

Instructions for what to include in your third blog post and how to post it to your online journal can be found here.

# Live Zoom events (scheduled/timetabled)



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## ACTIVITIES

### Online Lectorial

**Lecture theme: Story and History**

**Wednesday 15 April at 1 pm using Zoom.**

**Join us on Zoom. [Click here.](#)**

**Facilitators: Panos Vlachopoulos & Ava Parsemain**

#### Topics/activities

- **Modes of communication**
- **Storytelling**
- **Introduction to this week's lectures**

Watch the recording of the [1 pm Zoom Lectorial here.](#)

Please note that there is No 4 pm Lectorial. Watch the video from 1 pm and ask additional questions in the discussion forum for week 6 below.

**Guest lecture recordings from Ian Plant and Louise D'Arcens are available [here.](#)**



**Week 6 Zoom Lectorial Slides**

5.4MB Powerpoint 2007 presentation



**Week 6 Lecture Recordings**



# Simple use of infographics

CLARITY



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## What do I need to do this week?

A quick guide to essential work for  
Topic 8 PHIL/PHIX1037

Topic 7 Week beginning 27th  
APRIL 2020

THIS WEEK IS THE SECOND  
WEEK OF TUTORIAL CYCLE 4

### A. Lectures and Notes

- Read Topic 8 Notes
- Listen to Lectures on Echo360
- Ask questions on Topic 8 Content Forum

### B. Tutorial Work

- Listen to Podcast Four
- Answer questions on the Tutorial Four Q&A Forum
- Ask questions on the Tutorial Four General Forum

### C. Assessments Due

- You need to complete your Peer Review this week

### D. Assessment Upcoming

- Details for the Final Assessment will be released this week.

### E. Misc.

- Start looking for instances of language use in arguments around you. Ask yourself - "why that choice of words?"
- Check available information before raising questions on the General Forum.

# Example: KICK START



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**KS**

## KickStart

### Find out what to expect in this unit

Curious about your unit? ... Not sure what to expect? ... You don't need to wait any longer! KickStart is an additional resource available to you 1 week before the start of session. The package includes a welcome video from your Convenors plus other activities and videos to help you gain confidence in the skills and content you'll be covering in the following 13 weeks. KickStart will help you be better prepared for the first day of classes - and that could be the key to your success. So, head straight away to the first topic in this unit and KickStart your semester!



Find out more about one of your Convenors, Dr Alex Woods and this unit.



Test your knowledge about your Unit Guide.



Dr Eve Guerry speaks about tips and tricks on how to succeed in this unit.



Share what makes you passionate about Ancient Egypt (Non-graded)



Dr Aaron de Souza speaks about how to explore ancient artefacts.



What do you know about Egyptian Shabtis? (Non-graded)

# Specialised Digital Content and Activities



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## TUTORIAL Activity: 3D Object Study | Describing MU863 - Piriform Jar (1 hour)

### Locating and Utilising Parallels

This activity will focus on applying skills of observation learned last week and go through a **prompted 3D Object Study Description activity** to prepare you for your object study due later in the semester.

Complete the following steps:

1. **Familiarise yourself with MU863 - Piriform Jar.** See the general information, 3D image and archaeological illustration below.
2. **Work through the TRIAL 3D Object Study Description Activity** by selecting the appropriate terms used to describe the vessel.
3. **Compare your results to the correct response provided** and correct where necessary.
4. Using the resources and quick guides provided, locate 2 parallels for your assigned object and justify your answer.

**Provenance:** Egypt (specific site unknown).

**Material:** Pottery (Nile silt B); red slip, vertically burnished.

**Dimensions:** Height: 22.3cm; Rim diameter: 6.7cm; Maximum diameter: 10.6cm; Base diameter: N/A.

**Owner:** Macquarie University.

**Inventory number:** MU863.

**Current Location:** Museum of Ancient Cultures, Macquarie University.

### 3D Image

Click on the image below to view the object in 3D - use the tools on the bottom left to pan, zoom and rotate the object.



# ARTS 1000

## HUMANITIES AND THE WORLD

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Introduction to Storytelling

Introduction to the skill of Digital Communication

Introduction to Adobe Creative Cloud

Student training and development

Students completing diverse tasks and assignments



Adobe® Creative Cloud™



Week 6 is an exciting week! Why? Because we will join the dots between the disciplines of History and English and one of the most sought out skills, that of 'Storytelling'.



Examining the 2006 American period action film *300* through their disciplinary lenses, Professor Louise D'Arcens from the Department of English and Associate Professor Ian Plant from the Department of Ancient History will explore the relationship between story and history, story telling and fiction. Associate Professor Plant will focus on historicity and historical evidence. Professor d'Arcens will delve into issues of adaptation and fictionalisation and examine how creative texts move through time. After all, most historical fictional movies will have a plot, setting, characters and theme based on history but not always accurate representations of history.

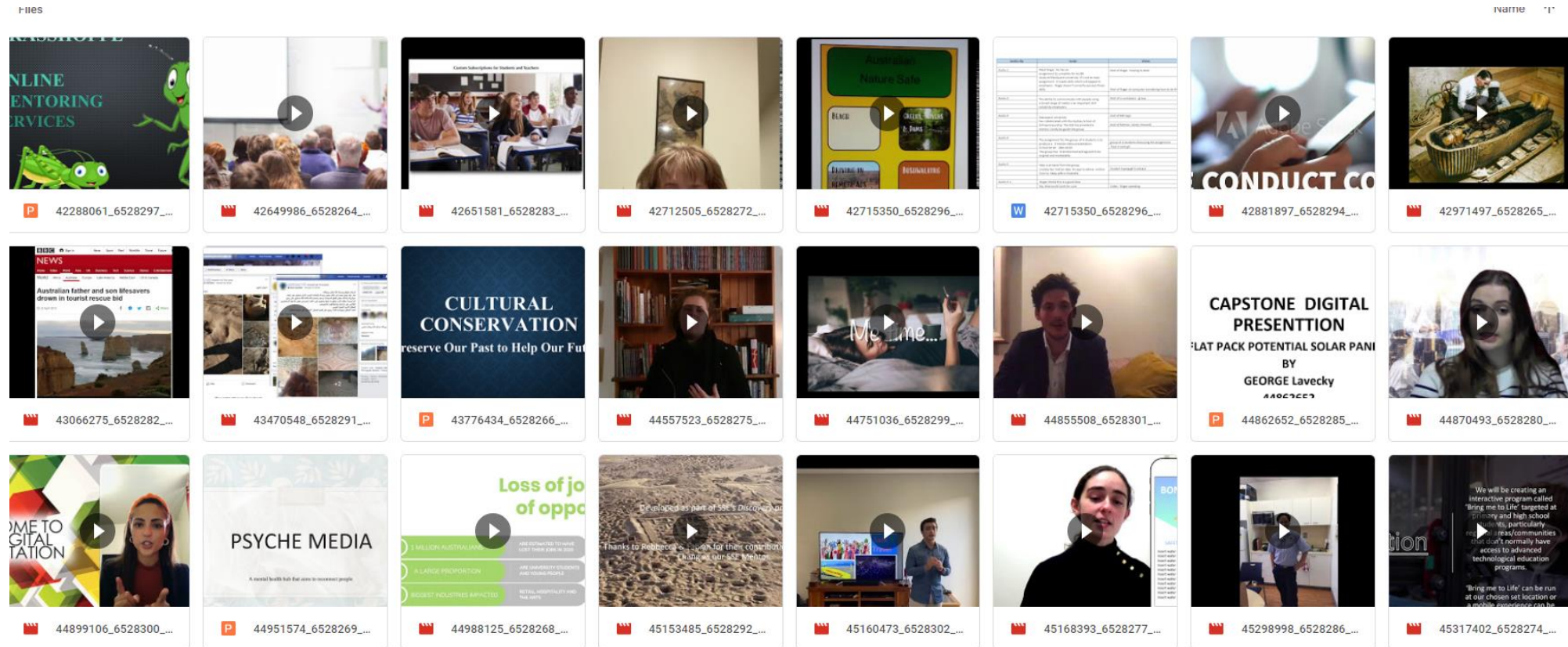


# ARTS3500 CAPSTONE UNIT

## DIGITAL PITCH



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Adobe® Creative Cloud™



# Reflect on digital skills development



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BE PREPARED TO PRESENT YOUR DIGITAL SKILLS CAPABILITIES

## Communicate

Reference a piece of **evidence** that shows your example.

As a digital campaigner, the digital skills I acquired during my time at university serve me every single day of my professional life and beyond. I came into my final year of university believing I had nothing left to learn from my course when it came to digital skills. Reflecting on why, this was most likely because of the fact that over the past few years I have gone from being someone who uses digital skills to someone who teaches them. I have realised it's very easy to become complacent about learning new skills when you fall into that category.

My assumption that I had no digital skills left to learn as part of my university course was challenged a few weeks ago when we were asked to submit a digital presentation of our business model which consisted of a video made using Adobe Rush. I had never used this program as a part of my professional life, instead choosing to outsource video creation to external consultants. I was surprised to see how quickly I picked up the program, and how accessible it made video creation. Soon after, one of my colleagues approached me about the need to have a video edited to remove sensitive comments made by a speaker who didn't want them circulated more widely. I was able to offer to do this myself, and quickly make the edits in a matter of moments. I was incredibly grateful to have completed the digital presentation assignment at that moment.

Berry, S (2020). *Digital Presentation* [video]. ARTSX3500, Arts Capstone,, Macquarie University: North Ryde.

## Skills Portfolio Template

INSERT STUDENT NAME AND NUMBER HERE

Sarah Berry

*My name is Sarah Berry, I'm a final year Bachelor of Arts student majoring in Politics. I first began my university journey in 2010 at the University of Sydney, before transferring to Macquarie University in 2012. I completed a couple of years on campus before entering the workforce and completing the rest of my degree via distance education sporadically since then. Finally, I am in the final year of study.*

*This skills portfolio exhibits just some of the skills I have acquired through my university and working career. Using the BA transferable skills framework, I've reflected on the skills I developed in reflective thinking, research and analysis, written and verbal communication, digital, intercultural experience, civic and global responsibility, creativity and imagination, design thinking, project management, teamwork, leadership and mentorship.*

*Whilst I am a firm believer that we should never stop learning, I am proud of the skills I've obtained so far and I know my Bachelor of Arts degree has given me the foundational skills I need to continue to excel beyond university.*

Insert Photo (Optional)

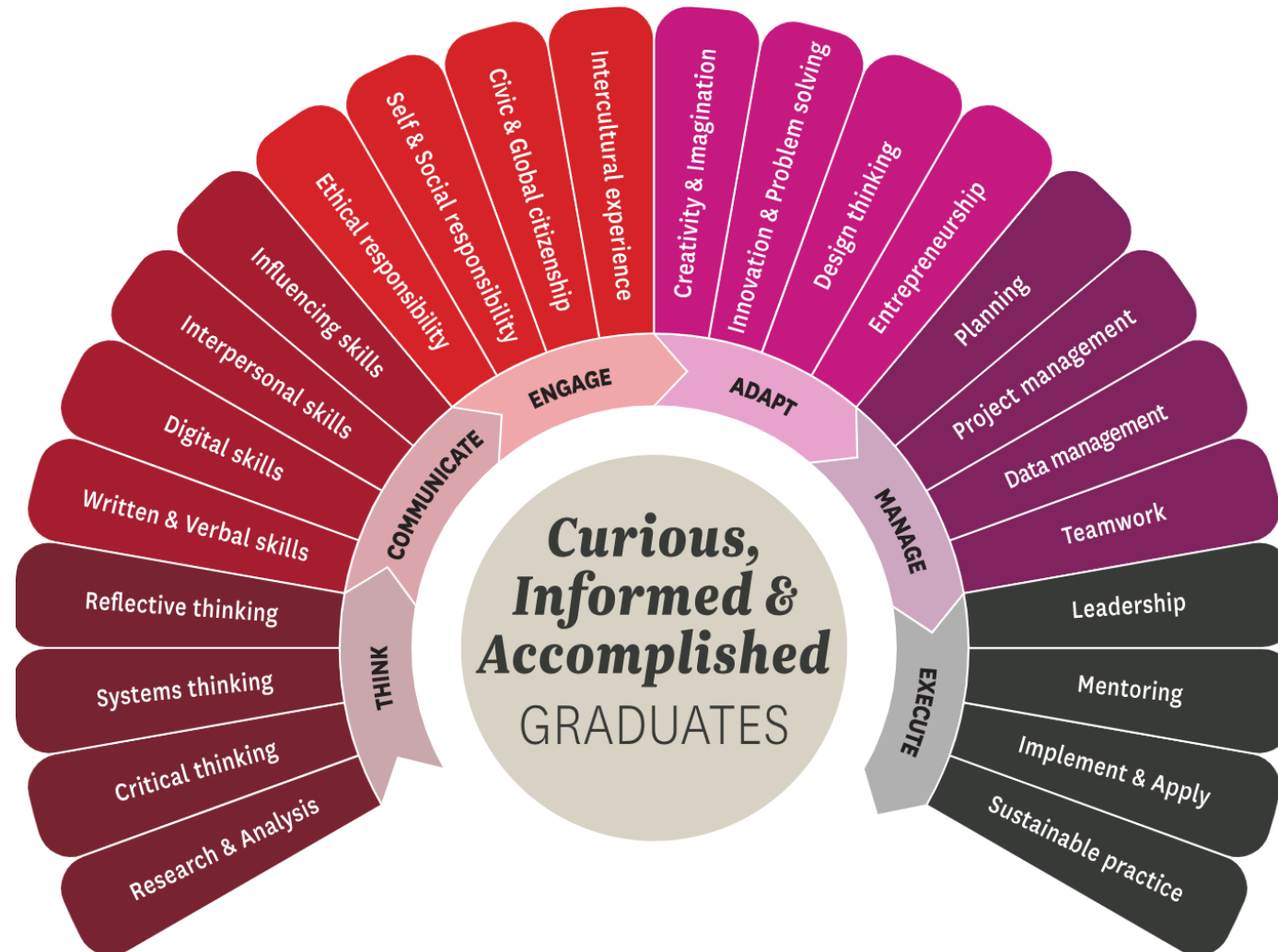


# Bring everything together in Holistic Framework



MACQUARIE  
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## Bachelor of Arts Framework





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# Thank you

ANY FURTHER QUESTIONS AND COMMENTS?