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Operationalising Collaboration

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Abstract: Internationalisation is one of Macquarie University's objectives for the 21st century. One dimension of this is internationalisation of the student body through the recruitment of international students for undergraduate and postgraduate programs. The Master of Accounting program attracts international students who aim to become professional accountants. Within the program, increasing cultural diversity in the class room has presented opportunities and challenges, along with other changes in professional accounting work and professional accreditation requirements. This paper will describe an interdisciplinary and collaborative project that has been developed to meet these challenges, with reference to those aspects of the project that contribute to its effectiveness.

Keywords: Internationalisation, Accounting Education, Interdisciplinary Collaboration

Introduction

IN SOME CONTEXTS, 'collaboration' has negative connotations. Its primary meaning, to 'work jointly, one with another' (Delbridge et al. 1987:212) gives little indication of the nature of this process. In the Macquarie Dictionary at least, only its secondary meaning suggests that collaboration might be purposeful, but to 'cooperate treacherously with an enemy' is not the kind of relationship that many would happily confess to. As captured in both these definitions however, the essence of collaboration is about relationships. This paper seeks to describe the nature of collaboration as it is occurring, not only 'one with another', but between one university department and another university centre, and between one discipline and another at Macquarie University. In doing so, it attempts to 'operationalise' collaboration by providing a sense of how it works as part of daily practice and its benefits as reported by those involved. Our focus here is on describing features of collaboration in practice, including those that contribute to the effectiveness of our collaborative activities, and those that constrain them.

Over the past four years, a collaborative relationship has developed between the Master of Accounting (MAcc) program within the Division of Economic and Financial Studies and the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University. This collaborative relationship has become a defining characteristic of the working life of many academic staff in both areas, who are united in their common

goal, not of treachery, but of improving the teaching and learning of academic and professional communication skills in the MAcc program. It has been motivated by a number of changes – in the nature of professional accounting work and professional accreditation requirements; in the higher education environment in Australia; and in the local teaching and learning context at Macquarie University. A brief overview of these will provide some context for understanding the value of collaboration as a response to change.

Changes Affecting the MAcc Program

The MAcc program has experienced a number of changes since its inception in 1997, particularly in terms of growth in student and staff numbers, student profile and accreditation requirements. These changes can be seen as a consequence of larger-scale changes within the higher education and broader economic policy environments (McIntyre & Solomon 2000; Marginson 2000) that have influenced institutional policies and practices related to internationalisation and generic skills (see Tindale et al. 2006 for further discussion). In combination, these have had a significant impact on teaching and learning in the MAcc. The MAcc has grown considerably, from 390 students in 1997 to 1270 students in 2006. Like other programs within the Department of Accounting and Finance, and within the Division of Economic and Financial Studies the MAcc attracts a significant proportion of the university's international students, having experienced dramatic increases in international



student enrolments since 2000. In 2005, international students represented 33% of the University's full-time student enrolments (Macquarie University 2005a). In 2005, approximately 60% of full-time student enrolments in the MAcc were international, with a significant number of local students from non-English speaking backgrounds (NESB)

The opportunities presented by growth and rising international student numbers come with a number of challenges, particularly in relation to language skills. In the MAcc program, these challenges have coincided with a mandate to address generic skills within the University's Teaching and Learning Plan (Macquarie University 2005b), and revisions by the two professional accounting bodies, CPA Australia and the Institute of Chartered Accountants in Australia (ICAA)¹, to their set of joint accreditation guidelines for tertiary courses in 1996 and 2005 (Australian Society of Certified Practising Accountants and the ICAA 1996; CPA Australia and ICAA 2005). The revised guidelines require that accredited courses address generic skills, with an emphasis on oral communication, personal presentation and interpersonal relationships to meet requirements of professional practice². A principle underlying further revisions to these guidelines in 2005 is that the accounting profession needs graduates from diverse backgrounds and with a range of abilities (CPA Australia and ICAA 2005). The refocussing of these guidelines has challenged accounting academics, many of whom see these as competing with technical skills for time and space within the curriculum, and some of whom doubt their own ability to develop students' communication skills.

Responses to Change

There are a number of possible responses to the changes outlined above. Often, as a consequence of time and resource pressure, academic staff may take a remedial approach to the needs of international students, based on a "deficit" model that 'conceptualises differences as "deficits", effectively blaming students for their lack of "preparedness"' (Lawrence 2005:244). Here responsibility is shifted away from lecturers and degree programs, leaving teaching and curriculum unaltered, or alternatively, modified by introducing multiple choice and short answer assessment tasks, and avoiding individual and group oral presentations or tutorial discussion which may be seen as too linguistically challenging or too difficult to manage with larger class sizes.

Diversity may be perceived as adding to the pressures of teaching load, research output and accountability, rather than as enriching programs and the experience of teaching and learning.

Although there are many examples in the higher education literature of subject or program level responses to internationalisation (e.g. Lawrence 2005; Curro & McTaggart 2003) and generic skills (e.g. Crebert et al. 2004; de la Harpe & Radloff 2004; Medlin et al. 2003; de la Harpe et al 2000), the absence of participation and a lack of ownership among stakeholders can inhibit sustainable success. Where attempts to address generic skills have been reported, success has been constrained among other things by: the assumption that academics should bear full responsibility for teaching generic skills and undertake professional development enabling them to do this (de la Harpe et al 2000); a perception among academics that development of generic skills is not their responsibility (Bath et al. 2004); and variations in academics' conceptions of the nature of generic graduate attributes and of appropriate strategies to address their development (Barrie 2003; 2004). It is clear that balancing 'bottom up' and 'top down' responses to change is more effective than revisions within individual subjects or changes imposed from above (Fullan 2001; 2002). As discussed below, what has emerged in the MAcc through collaboration between MAcc and NCELTR staff has been a balance of 'top down' and 'bottom up' responses to change through the Language for Professional Communication in Accounting project. Rather than taking a deficit approach, this project seeks to maximize the opportunities presented by diversity within the MAcc through an interdisciplinary approach, applying a theoretical framework and expertise from applied linguistics and English language teaching within the discipline of accounting.

The Language for Professional Communication in Accounting (LPCA) Project

MAcc lecturers have been collaborating with NCELTR teachers on the LPCA project since 2002. This project was initiated by the coordinators of the MAcc program, in response to the challenges faced by MAcc teachers and learners outlined above. Over the past four years, the LPCA project has evolved and expanded to include 1) a series of integrated communication skills workshops, designed by NCELTR staff in close consultation with MAcc staff,

¹ CPA Australia and the Institute for Chartered Accountants in Australia represent the interests of the major employers of accounting graduates in Australia.

² At the same time, these professional bodies continue to demand a high level of technical content, a broad foundation of general education, and in depth treatment of key aspects of professional education.

and facilitated by NCELTR staff in lecture time; 2) assistance from NCELTR in identifying students in the program in need of language support; 3) the provision of individual student language support and a series of voluntary workshops designed by NCELTR staff in close consultation with MAcc staff, and facilitated by NCELTR staff out of lecture time; and 4) support from NCELTR in marking, and providing feedback on language in student assignments in half of the subjects in the MAcc. Integrated workshops focus on skills such as oral presentations, team building, professional letter writing, business report writing, research and essay writing, and are tied to assessment tasks within subjects. In response to growing student demand, three different types of voluntary workshops are now offered each week: business communication and discussion skills, academic writing, and study skills.

Although the LPCA was initiated partly in response to the needs of international students, workshops and other activities are designed to address the needs of *all* students within the program. As a postgraduate conversion program, the MAcc attracts students from undergraduate programs as diverse as architecture, chemistry and civil aviation who may be unfamiliar with the academic and professional discourses of accounting. Likewise, local NESB students enrolled in the program share many of the challenges experienced by international students.

The activities of the LPCA project are supported by a strong and continuing collaborative relationship between the MAcc and NCELTR coordinators of the project, and have led to informal collaboration between individual MAcc and NCELTR teachers on a range of teaching, learning and assessment issues. Currently, the project involves collaboration between 45 accounting lecturers and 23 NCELTR teachers in 16 of the 21 subjects offered in the Master of Accounting (CPA Extension)³ program. In trimester 1, 2006, 2,260 student unit enrolments participated in integrated LPCA workshops and associated assessment activities.

In early 2005, the MAcc and NCELTR coordinators of the LPCA project were successful in gaining Macquarie University Flagship Grant funding to evaluate the LPCA project through the *LPCA Collaborative Action Research Project (LPCA CARP)*. This paper includes extracts from student focus groups and interviews with MAcc lecturers and NCELTR teachers conducted as part of this research. As investigated and documented in the *LPCA Collaborative Action Research Project*, the continued growth and level of staff participation in the LPCA project can be attributed to a balance

struck between leadership and ownership, a willingness among all staff involved to appreciate and benefit from their complementary knowledge and skills, and a commitment to building and maintaining collaborative relationships between individuals and departments.

Leadership and Ownership

The early stages of the LPCA reflected some key decisions which have been significant in shaping its future. Many individual lecturers recognized their own, and students' need for development in generic skills, but felt that this help would be better provided by staff with expertise in the area of academic and professional communication skills:

There needs to be an increasing emphasis on ... equipping [students] with better communication skills ... the challenge is ... trying to blend that in ... I guess what I find is a personal challenge is, not being an expert myself in [the communication skills] area, yet having to assess students in those areas, then trying to better equip them. (MAcc lecturer, *LPCA CARP* interview, June 2005)

From the outset, there was no attempt to impose a structured framework for developing communication skills throughout the MAcc. Although the project leaders have always recognised the need to scaffold and sequence skills throughout the program, the decision not to take a 'top-down' approach to implementing change was deliberate. In addition to respecting lecturers' autonomy, compulsory participation and a lack of ownership among MAcc staff were seen as unsustainable, and as limiting the extent to which academic and professional communication skills could be integrated with subject content. Rather than adding to or displacing subject content, the LPCA project is grounded in the view that communication skills enable or facilitate disciplinary learning (Tindale et al. 2006). The relationship between communication skills and disciplinary learning has been central to ongoing dialogue among the LPCA project team, and a focus of research within the *LPCA Collaborative Action Research Project*.

In implementing change, LPCA project leaders have balanced a program level approach with changes at subject level. They have encouraged, rather than forced, MAcc staff to consider integrating communication skills development within subjects through discussion in formal and informal staff meetings, with participating MAcc lecturers sharing

³ This program consists of the MAcc plus the CPA program of CPA Australia. Each subject provides extensive support for the corresponding CPA segment as well as advanced study in the area.

their experience of the LPCA project with other staff along the way. The success of this incremental and voluntary approach to change can be seen in the expansion of the LPCA project, from integrated workshops in three subjects in 2002, to integrated workshops in 16 subjects in 2006, together with the voluntary workshop program, language audit and joint marking. It is now firmly embedded within the MAcc program, with academic and professional communication skills presented to current students, and to potential students in marketing activities, as a key aspect of the program.

The first MAcc lecture challenges students to extend their views of accounting practice, with a practitioner, who is also a sessional lecturer, presenting her perspective on the value of communication skills in recruitment and promotion. Students are provided with a 'skills map' that outlines the opportunities available to extend their communication skills throughout the MAcc. In this lecture, and throughout the MAcc, integrated and voluntary workshops are presented by staff as opportunities, rather than remedial strategies to address deficits. The impact of this approach can be seen in this comment from a student:

In India, an accountant is the most boring person on the planet. We hate accountants. The idea of becoming an accountant was like, scary. If you are a nerd you become an accountant. Behind big files in dusty offices. And when I came here I realised 'oh wow – I can become something better. (MAcc student, LPCA CARP focus group 2005)

With NCELTR teachers working closely with MAcc lecturers in designing integrated workshops, both parties have a sense of shared responsibility for and ownership of the process and outcomes. As discussed below, their ongoing dialogue draws on the complementary knowledge and skills of MAcc and NCELTR staff.

Complementary Knowledge and Skills

The LPCA project has evolved in a way that reflects and draws from the complementary knowledge and skills among staff from accounting and applied linguistics. The interdisciplinary nature of the LPCA project has led to a particular perspective on the nature of communication skills and their relationship to discipline content: communication skills are seen not simply as a desirable outcome, in facilitating the 'process of acquiring the capacity to participate in the specialist discourse of a knowledge community' (Northedge 2003: 171), but as intrinsic to learning.

Within a range of subjects, MAcc and NCELTR teachers are working together to design workshops

that take into account the interpersonal and textual dimensions of assessment and other tasks. Staff from both disciplines are working together to adapt assessment criteria for written and oral assessment tasks to reflect these dimensions as well as content, requiring staff to engage with another discipline, and to draw on the expertise of each other. In many subjects, written assessment tasks are marked jointly by NCELTR and MAcc staff, with marks allocated and feedback provided by NCELTR teachers on interpersonal and textual dimensions of language use. Further, the LPCA project provides extensive opportunities for formal and informal staff development, enabling experienced content teachers (MAcc), and teachers with experience in teaching international students (NCELTR), to learn from their complementary approaches to teaching and learning:

I think it's really beneficial for students, but also for the lecturers and the teachers involved ... it's something I've got a lot out of ... you know, it's sort of a sharing of knowledge and skills. (NCELTR teacher, LPCA CARP interview, June 2005)

Findings drawn from the *LPCA Collaborative Action Research Project* regarding student interaction and participation in the MAcc program (i.e. beyond the LPCA workshops) have led to a new focus for ongoing staff development in the MAcc program that incorporates teaching methods and approaches drawn from English language teaching. Staff from the MAcc and NCELTR are working together on this new direction, designing and facilitating staff development activities, and will continue to collaborate on research on student participation in the MAcc as part of a second Macquarie University Flagship grant in 2006-07.

The ongoing dialogue between MAcc and NCELTR staff has contributed to shift in attitudes towards the needs of international students within the MAcc. A sharing of responsibility for meeting students' needs, including workshops and support in redesigning assessment tasks and providing task feedback has provided the means to move beyond a deficit approach to take a broader view of the importance of communication skills for all students, and in particular their contribution to disciplinary learning. Further, it is contributing to MAcc lecturers' capacity to draw on students' linguistic and cultural diversity to enrich the MAcc program and assist students to contribute to an increasingly international profession.

Collaborative Relationships

Collaboration among and between MAcc and NCELTR teachers involves a sharing of ideas,

expertise and experience on issues related, but not limited, to teaching and assessing academic and professional communication skills, international students' needs, and the discourse requirements of professional accounting work. It is a form of teacher development that, in turn, facilitates student learning, and enhances the capacity of individual teachers, and the MAcc program, to respond to the changing needs of diverse groups of students. *LPCA Collaborative Action Research Project* interviews have indicated the extent to which MAcc lecturers value this approach:

I would say that for all my communications with NCELTR staff, everyone is just so wonderful to work with! ... [w]ill make time, and will come and prepare for a session, and do the session and do the marking, and seems very happy to be doing it ... I've found everyone very professional, and very good to work with. And very committed – putting time into it, not trying to take shortcuts or anything like that. I've found it to be very worthwhile and very productive. (MAcc lecturer, *LPCA CARP* interview, June 2005)

The *LPCA Collaborative Action Research Project* has identified several features of the collaborative relationship between MAcc and NCELTR staff that have contributed to the success of the *LPCA* project. MAcc lecturers recognise the need for, and value of, regular contact with NCELTR teachers, which is an important, although time consuming activity:

[I]t's not just time having the meeting ... but it's time beforehand to sit there and think about what you need to get across to the NCELTR staff. (MAcc lecturer, *LPCA CARP* interview, June 2005)

This dialogue between MAcc and NCELTR staff is not limited to the planning stage for workshops. Rather than designing an integrated workshop for a subject that is then repeated each trimester, MAcc and NCELTR staff remain in contact to ensure that NCELTR teachers fully understand the requirements of assessment tasks each trimester, and so that they can work with MAcc lecturers to revise integrated workshops accordingly:

I ... still like just to talk to [the NCELTR teacher] about each assignment each time ... [so they] can understand my thought processes, as to where I'm coming from and why I wrote it the way I did. (MAcc lecturer, *LPCA CARP* interview, June 2005)

This ongoing dialogue extends beyond assessment tasks to an understanding of subject learning outcomes and content. MAcc lecturers recognise that to a large extent the effectiveness of integrated workshops rests on their ability to communicate their expectations to NCELTR teachers:

I think it's just important, the more we use them, or if we're going to use NCELTR staff ... [that] we really communicate with NCELTR staff on exactly what we want and ... what we're trying to achieve. (MAcc lecturer, *LPCA CARP* interview, June 2005)

{T}he more we can take the time to provide a context for what we're doing and what we're trying to achieve, then the more effective [NCELTR teachers] can become. (MAcc lecturer, *LPCA CARP* interview, June 2005)

For their part NCELTR teachers find their knowledge of subject content and outcomes contributes to their ability to design and facilitate workshops. In subjects where NCELTR teachers are involved in joint marking of tasks, this adds to their understanding of the subject and their effectiveness during workshops. In subjects where the MAcc lecturer remains in the classroom during workshops, this further contributes to NCELTR teachers' understanding of content and subject requirements, and ensures the accuracy of workshop materials and activities. One NCELTR teacher compared her experience of this approach with her work at another English language centre where English language teachers did not have the opportunity to work so closely with content teachers in and out of the classroom:

I think the difference that's happened here and certainly involvement in the marking of the initial in-class essays too, [is that we develop] a great understanding of the course as a whole. I think it's great to bounce off the expert [in the classroom], because there's always questions coming out ... I like the idea of developing all that knowledge about accounting, and being really able to support the students, knowing what they're talking about when they're asking questions, not just from a language perspective, but actually having some knowledge of the ... the content as well. I think that's a great benefit that actually comes back as ... a benefit to the students too. (NCELTR teacher, *LPCA CARP* interview, June 2005)

This knowledge of a subject, along with the nature of the relationship between individual MAcc and NCELTR staff members develops over time, and contributes to the increasing effectiveness of workshops over time:

I think [the NCELTR teacher involved in my subject] ... has an increasing appreciation of ... of what we're trying to do ... I think she ... appreciates ... what we're trying to do and tries to tailor the format of her presentation to fit that ... to be as practical as possible ... So ... I think it's changed just because her understanding has sort of improved if you like. (MAcc lecturer, *LPCA CARP* interview, June 2005)

[The MAcc lecturer is] great, she knows exactly what she wants and we've got this very good ... chat between us ... negotiate ... and adapt a little bit ... We've got this ability to do that, and that's developed over time. (NCELTR teacher, *LPCA CARP* interview, June 2005)

While NCELTR teachers are building their knowledge of accounting content, they are also beginning to contribute their expertise to curriculum and assessment task planning within the MAcc to ensure that program content responds to changing student needs and the requirements of the profession in relation to professional communication skills:

[NCELTR teachers] need to be involved in ... those brainstorming sessions and provide their non-accounting [knowledge] ... they have some pretty relevant ideas as to what would and what wouldn't work ... so [they] need to be involved in setting up whatever tasks we're going to do. (MAcc lecturer, *LPCA CARP* interview, June 2005)

Benefits for Learning and Teaching

While contributing to the effectiveness of the LPCA project, interdisciplinary collaboration brings other benefits for students and MAcc and NCELTR staff. The quality and range of the support opportunities now available to students through the LPCA project is largely a consequence of the involvement of a significant number of MAcc and NCELTR staff. To date, over 60 staff members have been involved in the LPCA project, and their combined efforts in workshops, joint marking, language audits and individual student consultations mean that over 800 hours of services are offered to students each trimester. Students value the opportunities provided by the project, with one student reporting that this was an indication that,

In the Master of Accounting ... they're ... concerned about their students. (MAcc student, *LPCA CARP*, June 2005)

As a result of the project, students better understand the requirements of accounting practice and have the opportunity to develop skills that will enable them

to become more active participants in their profession. Students appreciate the explicit message that studying accounting is no longer just about technical content and skills:

When I came here I didn't know – how does an accountant work in Australia? It's different from our country. What you can do after you finish your studies and the areas you can work in. I used to think you just work in an office and compute ... It really helped me. (MAcc student, *LPCA CARP* focus group, June 2005)

During focus groups, students also commented on the value of voluntary and integrated workshops and other activities, which they see providing valuable guidance on general academic expectations and requirements of specific tasks, improving their written and oral communication skills and helping them to achieve higher grades. MAcc lecturers also commented on the value to students in offering opportunities for practice and feedback in integrated and voluntary workshops, which they see as leading among other things to improvements in student writing and oral communication skills:

So [in my subject], we've gone from not having anything on communication skills ... to having the workshop and all the rest of it, you can see a big difference in the way that students approach their written work, and the effort they put into it, and the seriousness with which they take it. (MAcc lecturer, *LPCA CARP* interview, June 2005)

[The presentation skills workshop] I think is great ... and if they sit and listen, and they take the courage from it ... I've found that it really helps them ... it just helps them to have the confidence ... not to be that nervous ... to give it a go. (MAcc lecturer, *LPCA CARP* interview, June 2005)

In addition to supporting the development and marking of assessment tasks, and helping MAcc lecturers to better address student learning outcomes in relation to academic and professional communication skills, the LPCA project has provided lecturers with opportunities to become more reflective teachers, moving away from 'content download' to focus on the process of teaching. This move is being supported both by ongoing informal dialogue with NCELTR teachers, and by more formal staff development that is enabling MAcc staff to share ideas on teaching methodology. MAcc teachers acknowledge that the project is helping them meet the challenges in getting students to participate, and in assessing skills that they do not feel qualified to assess. Several lecturers also reported that they

appreciate having an additional source of professional support:

The lecturers have a source of someone to go to if they're finding ongoing problems in different areas ... they've got that contact that they can go back to and say, look I'm actually experiencing this issue ... do you have any thoughts on how I might be able to improve that?(MAcc lecturer, *LPCA CARP* interview, June 2005)

For NCELTR teachers, benefits include the challenge of developing their teaching skills in a different context, with larger and more diverse groups of students:

[O]ur [NCELTR] classes are limited to ... around fifteen to maybe eighteen students in a class. A group of thirty-plus students, and I think for me, that was such a challenge ... working out how to build strategies to deal with [that]... dealing with a whole different group of problems, or issues, just in structure of the group that I hadn't dealt with before. I hope to change my style, change my methodology (NCELTR teacher, *LPCA CARP* interview, June 2005)

One NCELTR teacher (no longer working on the LPCA project) acknowledged that working with her counterpart in the MAcc provided the support she needed in meeting this challenge:

I had nice support from [the MAcc lecturer] who was usually there and, you know, could always be included ... in the team teaching – not just to offer content, but as far as [management] and organisation of the classes. It was great to have her there ... a lot of good came out of it and ... I felt I developed new skills over that time. (NCELTR teacher, *LPCA CARP* interview, June 2005)

Institutional and other Constraints

While it can be seen from the above that the LPCA project demonstrates the effectiveness of interdisciplinary collaboration in addressing the development of academic and professional communication skills, and in meeting the challenges presented by change, the sustainability of the project depends on some degree of institutional support. In financial terms, the Division of Economic and Financial Studies has willingly funded the involvement of NCELTR teachers to date, while the University, through the Flagship Grant Scheme has funded research to evaluate and improve the project.

However, as university budgets stretch to meet the shortfall in federal government funding, other financial demands may see students having to fund support seen as additional to the 'core curriculum'.

As noted above, the effectiveness of a collaborative approach depends on regular, and time consuming contact between MAcc and NCELTR staff. As the program grows, MAcc and NCELTR managers are challenged with the task of ensuring that staff workloads remain balanced. For a project like the LPCA to survive staff turnover and other changes, learning outcomes must be firmly embedded with subject learning outcomes. Likewise, expectations of teaching staff in relation to their commitment to the project and to the development of academic and professional communication skills must be embedded within departmental recruitment policies and practices. As noted above, the accreditation guidelines of professional accounting bodies provide some assistance here, providing a mandate that may not exist within other programs.

Conclusion

It can be seen in this paper that in the MAcc program, interdisciplinary collaboration has provided the means to respond to challenges presented by increasing cultural diversity, changing accreditation requirements and new professional demands. Beyond the features that have contributed to the effectiveness of this collaboration described above, the success of the LPCA project depends on the quality of teaching staff from MAcc and NCELTR, who are acknowledged here for their ongoing contribution, and their willingness to participate in the project. While addressing institutional constraints may present a further challenge, benefits for staff and students indicate that efforts to develop academic and professional communication skills in the MAcc continue to be worth the effort:

[My involvement with NCELTR] has given me a greater appreciation of trying to encourage students to develop [communication] skills, rather than simply focusing on, you know, the debits or the credits or whatever it is that we're looking at ... Certainly ... I wouldn't by any stretch say that I was negative when the concept was first introduced to me ... a few years ago ... I wasn't negative, but I certainly probably didn't appreciate the benefits that would be obtained ... as much as I now can look back and say look, there's *definitely* been some benefits. So ... my attitude towards it certainly has changed ... I think it's very important, and we don't want to go back to what we had. (MAcc lecturer, *LPCA CARP* interview, June 2005)

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