

Setting Disciplinary Learning Standards

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Outline

1. Regulatory context
2. Setting learning standards
3. Implementing learning standards
4. Learned
5. Q & A

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I have
taught
Snoopy
to whistle



Definitions

Standards

“a definite level of excellence or attainment, or a definite degree of any quality viewed as a prescribed object of endeavour or as the recognised measure of what is adequate for some purpose, so established by authority, custom, or consensus” (Sadler, 2009)

Learning outcomes

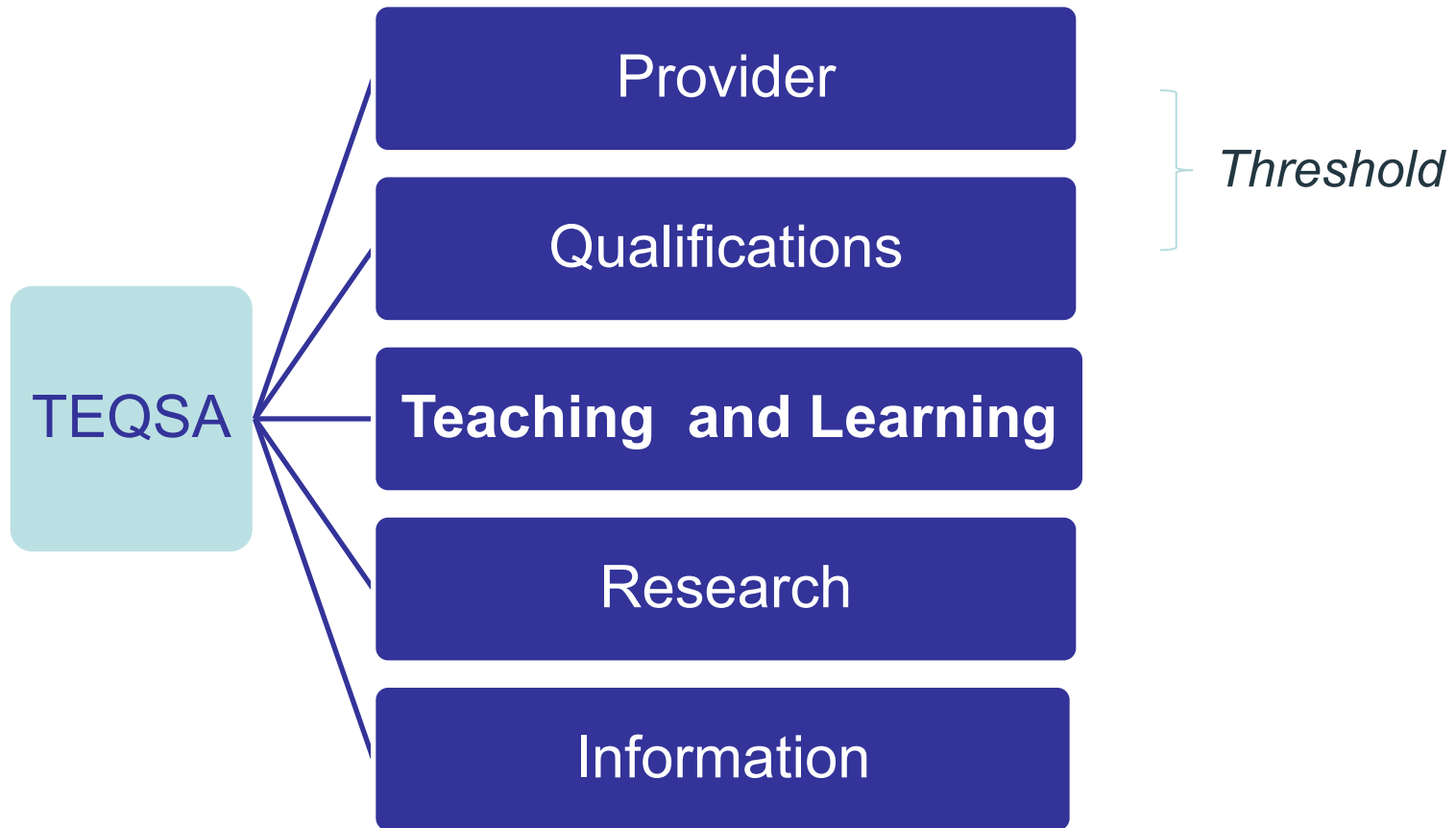
“the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning” (AQF, 2011)

Learning standards

“the explicit levels of attainment required of and achieved by students and graduates, individually and collectively, in defined areas of knowledge and skills” (DEEWR, 2011)



39%



“At this point [the learning and teaching standards] are not threshold standards [but] what the government may choose to do in the future remains to be seen.”

[The Australian 24 Aug 2011](#)



TEQSA legislation

...take account of external standards.. e.g. published discipline standards...

...standards intended ...and ..actually achievedare benchmarked

...awards ...meet the corresponding specifications ...described in the AQF

TEQSA regulatory risk framework

Primacy of academic quality and integrity


- D1 Rejection / compliance issues with professional accreditation in last two years
- D2 Significant reliance on third parties to deliver courses domestically
- D3 Delivery of courses off-shore*
- D4 Declining publications (if applicable to provider category)
- D5 Declining research income (if applicable to provider category)
- D6 Low completion rate Higher Degree Research (HDR) (full-time 5-year) (if applicable)
- D7 Serious breaches of research ethics
- D8 Lack of transparency in reporting systems for teaching occurring on a significant scale in non-mainstream campuses *
- D9 Weak academic quality assurance program / culture*
- D10 History of activation of tuition assurance*

“TEQSA is not the only custodian of standards, nor are higher education institutions. This responsibility is distributed and shared more widely, including with disciplinary communities and professional associations”

“Institutional standards for teaching and learning will differ but all institutions must meet or surpass national standards”

**T & L Standards Discussion Paper (DEEWR, 2011)
Principle 3 & 5**

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Setting learning standards



dreamstime.com

“Discipline communities will ‘own’ and take responsibility for implementing teaching and learning standards (working with professional bodies and other stakeholders where appropriate) within the academic traditions of collegiality, peer review, pre-eminence of disciplines and, importantly, academic autonomy”
DEEWR (2009, p. 32)



9 discipline groups in 4 waves – 11 sets defined

Jul'09

Arts, Social Sciences & Humanities

Business, Management & Economics

Engineering & ICT

Feb'10

Creative & Performing Arts

Health, Medicine & Vet Science

Law

Jul'10 Architecture, Design & Building

Science

Feb'11

Education

Business, Management and Economics

Accounting

Business Information Studies

Economics and Econometrics

Human Resource
Management

International Business

Marketing

Tourism Management

Degrees

- Bachelor
- Master (Entry)
- Master (Advanced)

Cycles

1. Agenda setting
2. Awareness raising
3. Consultation
4. Dissemination

Engagement

- 2,100 participants nationally
- 38 Australian universities
- 21 private/other providers
- 20 others (eg professional and peak bodies)

Guiding principles

1. Threshold not aspirational
2. Exclude issue of assessment
3. Minimal number - max public confidence but avoid compromising diversity
4. Reflect AQF and international standards
5. Evidence-based
6. Collaborative, iterative and consultative – industry and academia
7. Illustrative examples

Provider A	Provider B	Provider C	Provider D
Judgement	Judgement	Judgement	Judgement +
Knowledge	Knowledge	Knowledge	Knowledge +
Application	Application	Application	Application +
Communication & Teamwork	Communication & Teamwork	Communication & Teamwork +	Communication & Teamwork +
Self Management	Self Management	Self Management	Self Management +
Quantitative	Professional	Small business	
Public sector		Regional	
Chalk + talk learning	Online learning	Problem-based learning	Team-based learning

Accounting Learning Standard Communication

Graduates of a **Master (Entry)** degree will be able to **justify and communicate** accounting advice and ideas in **diverse collaborative contexts** involving both **accountants and non-accountants**.

Master (entry): Diverse = Several competing or new qualitative perspectives and/or quantitative perspectives characterised by considerable data items, over multiple variables and known relationships between them.

Bachelor: Straightforward = few qualitative perspectives and/or quantitative perspectives characterised by considerable data items over multiple variables and known relationships between them

Marketing Learning Standard

Social Responsibility

Graduates of a **Bachelor** degree will be able to evaluate relevant ethical and legal considerations in an impartial way for **routine** marketing practices

Graduates of a **Master (Entry)** degree will be able to evaluate relevant ethical and legal considerations in an impartial way for routine **and evolving** marketing practices

Graduates of a **Master (Advanced)** degree will be able to evaluate relevant ethical and legal considerations in an impartial way for **specialised** marketing practices

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<http://disciplinestandards.pbworks.com>

Disciplinary groups

- [Architecture](#)
- [Arts, Social Sciences and Humanities](#)
- [Building and Construction](#)
- [Business, Management and Economics](#)
- [Creative and Performing Arts](#)
- [Education](#)
- [Engineering and ICT](#)
- [Health](#)
- [Law](#)
- [Science](#)

☆ Law

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Standards

Contact Sally Kift (s.kift@qut.edu.au)

- [Threshold Learning Outcomes](#)

Good Practice Guides

1. [Statutory Interpretation](#)
2. [Ethics and Professional Responsibility](#)
3. [Thinking Skills](#)
4. [Communication](#)
5. [Collaboration](#)
6. [Self-management](#)

Arts, Social Sciences and Humanities

Geography

- Standards set in 2010. Peer reviewed paper on Geography standards published as: Hay, I. 2012 (in press) 'Over the threshold – setting minimum learning outcomes (benchmarks) for undergraduate geography majors in Australian universities', *Journal of Geography in Higher Education*.

History

- Standards set in 2010. Peer-reviewed paper on History Standards published as: Brawley, S. et al. 2011, 'Applying standards to tertiary level history: policy, challenges and the After Standards project, *History Australia*, vol. 8, no. 3, pp. 177-194.
- Available <http://journals.publishing.monash.edu/ojs/index.php/ha/issue/view/37/showToc>
- Work on implementation is being conducted as the 'After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal' project being led by Dr Sean Brawley (UNSW). Details at <http://afterstandards.omeka.net/>

Political science

- Standards developed during 2010 and approved by Australian Political Science Association Executive in April 2011.
- A copy of the draft statement is available at http://www.auspsa.org.au/images/stories/.../polsci_benchmark2010.pdf

Sociology

- Standards being developed for formal approval late 2012. November 2011 draft available at:

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Learned

1. Ownership of ground up & joint development
2. Renewed focus on program in curriculum renewal
3. Differentiate niche from others
4. Not an island



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😊 ***Thank you***