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

Support for this project has been provided by the Australian Business Deans Council, the Institute of Chartered Accountants in Australia, CPA Australia and the Australian Government Office for Learning and Teaching. The views expressed in this presentation do not necessarily reflect the views of any of these stakeholders.
I have taught Snoopy to whistle. I can't hear him whistling. I said that I had taught him, not that he had learned.
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 achieved ....are 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.”
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“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

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<thead>
<tr>
<th>Jul’09</th>
<th>Arts, Social Sciences &amp; Humanities</th>
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Business, Management and Economics

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<tr>
<td>Economics and Econometrics</td>
<td>• Master (Entry)</td>
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<td>Human Resource Management</td>
<td>• Master (Advanced)</td>
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<td>International Business</td>
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<td>Marketing</td>
<td>Cycles</td>
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<td>Tourism Management</td>
<td>1. Agenda setting</td>
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<td>2. Awareness raising</td>
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<td>3. Consultation</td>
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<td>4. Dissemination</td>
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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
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<thead>
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<th>Provider A</th>
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<th>Provider C</th>
<th>Provider D</th>
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- 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.
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.
Outline

1. Regulatory context ✓
2. Setting learning standards ✓
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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

last edited by s.kift@qut.edu.au 4 hours, 6 minutes ago

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


History

- 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/](http://afterstandards.omeka.net/)

Political science

- Standards developed during 2010 and approved by Australian Political Science Association Executive in April 2011.

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