

HESTANDARDS - Info

From: Hilary Winchester <>
Sent: Wednesday, 27 March 2013 9:53 AM
To: HESTANDARDS - Info
Cc: Rob Reed
Subject: HE Standards - Call for Comment (Number 1, March 2013) - Draft Standards for Course Design and Learning Outcomes

CQUniversity appreciates the opportunity to provide comments to the Higher Education Standards Panel on its approach to examples of the draft Course Design (Coursework) and Learning Outcomes (Coursework) standards.

The University endorses the Panel's view that the proposed format for the standards is simple and effective, making them clearer for stakeholders. With clarity and more focussed standards, it is agreed that this will provide guidance and interpretation for stakeholders to demonstrate compliance. CQUniversity is confident that we are achieving and demonstrating compliance with the Higher Education Standards Framework and other regulatory requirements.

Outlined below are responses to the questions within the Call for Comment (Number 1, March 2013):

Q1. Do you broadly support the proposed format for the standards?

Yes. The proposed format including style, clarity and the use of reference points is endorsed. The revision provides clarity of language and therefore requirements for the academic community. The alignment of the proposed format aligns with the VET Quality Framework provides commonality of national frameworks.

Q2. Do you support the inclusion of Reference Points as proposed?

Yes. The proximity of the reference points within the standard is considered to a positive aspect enhancing stakeholder engagement with both the references and standards simultaneously. However, it is considered that those reference points that are common across all standards could be referenced at the beginning of the chapter.

Q3 Do you wish to make any suggestions in relation to the format of the standards?

It was challenging to comment on the part of the standard without the context and a clear holistic view of the entire standards. The provision of all of the planned headings within the standards would provide some context for comment and feedback.

Q4. Do you broadly support the proposed standards for Course Design?

Yes. CQUniversity broadly supports the proposed standards for Course Design.

Q5. Do you wish to make any suggestions in relation to the specific content of the standards?

Suggested edits:

4. The nature and scope of the course and the expectations for student learning are consistent with the qualification to be awarded and ~~informed~~ **meets** by the *Australian Qualifications Framework*.

5. The ~~content~~ **of learning within** each course of study:

- a. is drawn from current knowledge and scholarship in relevant academic disciplines
- b. includes study of the underlying theoretical and conceptual frameworks of the academic disciplines and the field of study, and
- c. encompasses relevant emerging concepts that are informed by recent scholarship, current research findings and advances in practice (where practice is applicable to the field of study).

Q6. Do you broadly support the proposed standards for Learning Outcomes?

Yes. CQUniversity broadly supports the proposed standards for Learning Outcomes.

Q7. Do you wish to make any suggestions in relation to the specific content of the standards?

Suggested edits:

2. The learning outcomes for each course of study are consistent with the qualification awarded, are comparable with those for courses of study that lead to the same or a similar qualification in Australia and are informed by international comparators. (we suggest that international comparability is already covered as part of the AQF which states: '*...supports and enhances the national and international mobility of graduates and workers through increased recognition of the value and comparability of Australian qualifications*', • *enables the alignment of the AQF with international qualifications frameworks.*' continue to support flexible qualifications linkages and pathways and enable national and international portability and comparability of qualifications' Including it within the standards might suggest to individual course leaders that they need to carry out extensive international benchmarking for their program, whereas is it embedded within the AQF qualification type descriptors.

3. The learning outcomes for each course of study are informed by:

- ~~a. the mastery of specific disciplinary and/or interdisciplinary knowledge and skills that characterise the field of study~~
- b. the generic skills and attributes required of graduates
- ~~c. the application of generic skills and attributes in the context of the field of study including the communication skills required, and~~
- d. the requirements of employment related to the field of study.

Delete 3 a and c noting the AQF is a reference point.

5. The specified learning outcomes for each course of study are available to the staff and students who are involved and are ~~publically~~ publicly accessible in a current version.

Delete 9. ~~The grades awarded to students reflect the level of their attainment. and combine the text with point 10, as shown below~~

10. The grading of students' achievement of learning outcomes for ~~selected units within courses of study~~ reflecting their level of attainment is referenced periodically (at least every 5 years) against the grading of students' achievement in comparable units or courses in other Australian institutions.

Kind regards,

Hilary

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