

## Mapping Learning and Teaching Standards in Australian Higher Education: An Issues and Options Paper

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### 1. Overview and aims

Significant developments are taking place in Australian higher education and internationally that relate to teaching and learning standards. These developments have implications for both policy and practice. For instance, there is much activity in the area of defining and articulating standards, and in developing strategies for gathering and reporting on data about achievement of standards. In addition to this work, teaching and learning performance indicators and performance-based funding models are being developed, along with various new regulatory frameworks.

This paper emerged as a result of issues arising from sector-wide policy initiatives and associated discussions on teaching and learning standards during 2010-11, including:

- i. the *Developing a Framework for Teaching and Learning Standards in Australian Higher Education and the Role of TEQSA* discussion paper (July 2011);
- ii. a Tertiary Education Quality and Standards Agency (TEQSA)-hosted *National Teaching and Learning Standards Summit* held on the Gold Coast in July 2011 which brought together senior higher education leaders;
- iii. a subsequent meeting of project leaders of Australian Learning and Teaching Council (ALTC)-funded standards-related projects in August 2011;
- iv. the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) Compacts agreements with universities;
- v. the DIISRTE *Advancing Quality in Higher Education* initiative, particularly the review of national higher education performance measures and reporting mechanisms; and
- vi. ALTC – now Office for Learning and Teaching (OLT)-funded projects on peer review, moderation of assessment and standards.

It has become clear that a map is necessary to chart the standards territory across the higher education sector, particularly in relation to teaching and learning standards. While all five standards domains in the TEQSA framework are important, arguably the teaching and learning standards warrant considerably more informed, evidence-based debate across the sector, along with practical proposals for implementation.

The primary aim of this paper is to contribute to sector-level discussion of issues and options relating to teaching and learning standards. It maps key elements in the national quality and standards landscape in order to:

- underscore the complex inter-relationships between relevant policy initiatives and activities in the sector; and
- identify areas requiring further clarification and emerging dilemmas as the new TEQSA and Compacts systems unfold.

In response to the need for practical proposals and frameworks for implementing learning standards, in particular, we propose some options for ways in which the sector might move

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<sup>1</sup> Professor Judyth Sachs and Professor Geoff Scott developed the map in Figure 1. Their contribution to this paper is gratefully acknowledged.

forward in thinking about learning standards and approaches to evidencing these in transparent, robust, feasible, scaleable and sustainable ways.

The authors of this paper have consulted with the Universities Australia Standing Group on TEQSA and the Teaching and Learning Standards Working Group through Professor Judyth Sachs. Our goals are to:

- i. contribute to an informed, sector-wide discussion of practical approaches for developing and implementing a teaching and learning standards framework in the context of broader higher education policy considerations;
- ii. gather sector-wide feedback through the issues and options raised in this paper; and
- iii. draw on the outcomes of several ALTC/OLT-funded projects investigating approaches to monitoring and reporting the assurance of teaching and learning standards; and
- iv. recognise the considerable expertise in the sector and existing institutional practices in relation to assuring standards and improving quality in learning and teaching outcomes.

### **1.1 Definition of terms**

During the course of discussions with colleagues across the sector, it has become apparent that the definition of 'standards' may warrant clarification. By referring to a 'standard' do we infer: i. a basis of comparison that has been determined by experts or authorities in the field? and/or ii. a basis of conformity to which all must subscribe?; and/or iii. are we referring to a set of principles or checkpoints to inform judgements? The definition of 'academic standards' has been explored in various recent publications (see for example, Coates, 2010; Harris, 2009) but there may be merit in reviewing the use of the term 'standards' particularly given the distinction that has been made between threshold standards and non-threshold standards in the TEQSA framework. As Alexander (2009, p.7) notes: "If our semantics are taken for granted without examination, then the degree of precision or vagueness, however desirable either might be, is not examined until it becomes problematic."

For the purposes of this discussion, we use as our starting point the proposed definitions of teaching and learning standards in the TEQSA teaching and learning standards discussion paper (2011). That is, teaching standards are understood to encompass 'process' or 'delivery' standards; while learning standards refer to 'outcome standards' which describe the 'nature and levels of student attainment' (p.3). While these definitions may be refined, they provide an instructive guide for the purposes of this paper. We support the distinction between process and outcomes, though we contend that the two should be treated as complementary. They are closely connected and should therefore be considered together in any discussion of implementation and assessment of teaching and learning standards.

## **2. What this paper provides**

The paper makes the following contributions to guide the sector's considerations of a teaching and learning standards framework:-

- a preliminary map of key elements in the higher education quality and standards system in Australia, including an attempt to depict connections between higher education quality assurance and quality improvement imperatives in current policy developments;
- a brief summary of selected areas for clarification, dilemmas and issues arising from the mapping exercise;
- suggestions for ways forward in the learning standards area which, arguably, requires considerable further work;

- an inventory (see Appendix 2) of selected standards-related projects and initiatives being undertaken by ALTC/OLT to guide consideration of how the outcomes of these projects might complement one another and contribute to a national teaching and learning standards framework; and
- an example of a whole-of-university standards framework (see Appendix 1) that has been developed to guide institutional policy and practice in the area of learning and teaching standards and assessment. This formed part of the 2011 AUQA/TEQSA audit and is noted here as one of many ways in which institutions might engage with learning and teaching standards at the local level.

### **3. Mapping the teaching and learning standards terrain in Australian higher education**

The multiple initiatives (see Appendix 2 with selected list of projects) and focus on specific discipline and institutional contexts, as well as on particular elements of learning and teaching standards, brings with it the risk of obscuring important 'whole-of-sector' issues and significant underlying assumptions and opportunities inherent in the learning and teaching standards area.

Given the current policy environment, the range of new roles, regulatory frameworks and organisational structures being established - in particular the Standards Panel and TEQSA - there is a need for a framework to:

1. support sector-wide discussions;
2. make sense of and show the links between the multiple initiatives underway; and
3. interpret the diverse submissions received so far in relation to learning and teaching standards.

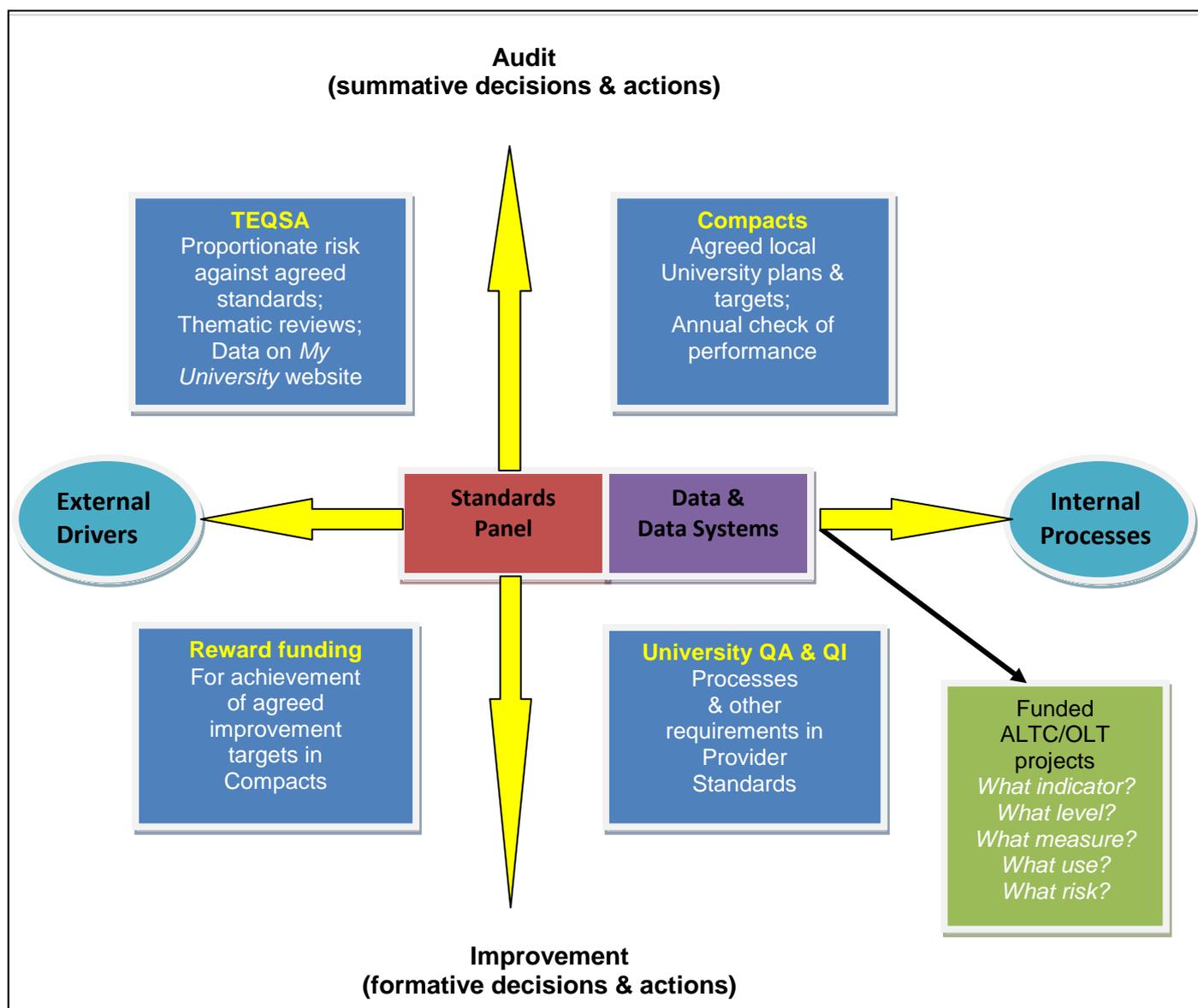
The map in Figure 1 is a preliminary representation of a framework that may assist in achieving these goals. It identifies some of the main elements in the new systems and their potential focus, intent and relationship to one another. During the consultation process, several colleagues provided feedback on ways in which this map might be improved. Suggestions included the fact that it would benefit from a clearer depiction of the connections and inter-relationships among the elements. A systems approach to depiction of these connections was strongly advocated in order to bring clarity. Also mentioned was the need to include reference to all five of the TEQSA standards areas – i.e., the provider standards, the qualification standards, the teaching and learning standards, the research standards and the information standards. A final suggestion included the need to include reference to the role of key bodies such as the Australian Skills Quality Authority (ASQA) and professional accreditation bodies. This feedback has been most valuable and we will continue to refine the diagram as the TEQSA standards unfold and the relationships between TEQSA, the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) and the institutional Compacts process become clearer.

As the tertiary education policy landscape unfolds, we propose that ongoing mapping of interrelationships and dimensions such as those presented in Figure 1 might be a useful vehicle for promoting further discussion among key stakeholders. It is important to identify productive relationships, complementarities, and synergies among the various elements in this map. Equally important is the need to identify missing elements and we encourage ongoing discussion and consultation in this regard.

There is merit in using a mapping exercise such as this to consider the tensions, potential contradictions and possible unintended consequences of the various quality and standards-related activities currently underway. By way of example, let us consider possible unintended

consequences associated with the introduction of the Collegiate Learning Assessment (CLA) as a measure of student outcomes in higher education. Hypothetically, one may envisage the possibility of a proposal to use such a tool as a proxy for learning standards across the sector. The CLA was designed for local quality improvement rather than inter-institutional comparison, hence the need to be alert to possible unintended consequences and counter-productive behaviours such as ‘teaching to the test’ that may result from the use of any measure that is not fit for purpose.

**Figure 1. A map of key learning and teaching standards elements in Australian higher education** (developed by Judyth Sachs and Geoff Scott)



At the intersection of the two axes in Figure 1 sits the work of the new Standards Panel and the associated quantitative and qualitative data systems that will be used to track the implementation of each standard among higher education providers. In the learning and

teaching area it is anticipated that the Standards Panel will have to answer questions like the following:

1. Which indicators are most telling?
2. What constitutes a 'satisfactory' level of performance on each indicator?
3. What will be the mechanism used to validly and reliably measure this performance in a timely manner?
4. What use(s) will be made of the data that is produced?
5. What is the level of relative risk attached to the different indicators chosen? (this requires application of an agreed academic risk framework in which different criteria are applied – e.g. risk of litigation, risk to reputation and subsequent recruitment etc and a performance level on each indicators below which a 'risk flag' would be raised).

The Standards Panel reports independently to the Minister and presumably his/her answer to questions like those above will drive what happens in all four quadrants of Figure One.

### **3.1 Funded ALTC / DEEWR projects: their connections and contributions**

Figure 1 refers to a number of ALTC/DEEWR-funded projects that may inform the sector's discussion of options for developing and implementing a teaching and learning standards framework. These projects vary in scope from:

- sector-wide teaching standards projects – specifically the DIISRTE-funded Macquarie-led Teaching Standards Framework project which proposes teaching standards and data collection frameworks;
- sector-wide learning standards projects, including
  - Barrie et al's (2011) investigation of types of assessment tasks and assurance processes that provide convincing evidence of student achievement;
  - Krause & Scott et al's (2011) Learning and Teaching Standards study of inter-university peer review and moderation of coursework at unit and program level, involving 11 universities across 11 disciplines; and
  - the Group of Eight Verification of Standards project.
- discipline-specific initiatives supporting the development of discipline learning standards (e.g., the Learning and Teaching Academic Standards project and resultant discipline standards), and cross-disciplinary projects identifying sources of learning standards data and assurance strategies relating to these data

These projects are typically focused on higher education providers, though some (e.g., Freeman-Hancock et al's Accounting standards achievement project and Krause-Scott et al's Learning and Teaching Standards Project on peer review and moderation of coursework) do involve consultation and collaboration with private providers and professional practitioners. Most of these projects are operating in relative isolation from each other and, to varying degrees, in isolation from the vision and strategy of the Learning and Teaching Standards Panels and TEQSA. Through the development of an Academic Standards Consortium comprising the leaders of relevant standards projects, attempts are underway to establish closer ties among the projects and to identify synergies and complementarities. The goal is to strengthen their impact and potential contribution to a sector-wide approach to developing a national teaching and learning standards framework. A preliminary scoping of the range of projects is attached (see Appendix 2).

In this context there is also merit in considering the implications of DIISRTE initiatives relating to the review of higher education performance measures, including the use of the

Collegiate Learning Assessment and its potential contribution to the sector's understanding of valid, sustainable and transparent ways to measure and report learning standards.

#### 4. Selected areas for clarification

Figure 1 raises several questions and areas for clarification, along with potential dilemmas that warrant priority consideration by colleagues across the sector.

Key questions for consideration include:-

1. What is the relationship between the work of the Standards Panel, the work of TEQSA, the Compacts system and the role of groups like the Advancing Quality in Higher Education reference group?
2. Will the proposed application of a locally adapted version of the CLA be used only as intended in the US (for local improvement purposes and/or individually and confidentially as part of the Compacts improvement fund) or will it be used as part of a more summative system with a single score of questionable validity placed on the *My University* website?
3. Will TEQSA be bound to address only the standards, measures and/or indicators/levels identified by the Standards Panel?
4. How will the national data system be developed/used to ensure there is timely, comparable, valid and reliable performance data available to TEQSA for its assessment of proportionate risk in not only Universities (where there is a well developed national data system) but in NSAs (where such a system is less well developed)?
5. Which group will operate and assure the quality of the national tracking system for learning and teaching in Australian higher education?
6. Will the five TEQSA standards areas be dealt with separately or will they be interlaced. For example, will the provider standards address the key requirements of an effective approach to internal QA and QI?
7. How will DIISRTE, TEQSA and the Standards Panel draw on, connect, and inform the work of the range of funded 'standards' projects currently underway.
8. To what extent will the empirical research on what promotes productive student engagement in learning be used to ensure that the provider standards and what is tracked in both the TEQSA and Compacts processes is focusing on what really counts? For example, how will the academic standards frameworks discussed at the national Teaching and Learning Standards summit in July 2011 be used and how will the commissioned research and analysis report on this area to the Bradley Review be used?

#### **4.1 Potential dilemmas arising from national quality and standards policy initiatives**

The mapping of the quality and standards landscape in Australian higher education also highlights several competing tensions that at least need to be acknowledged as part of any consideration of how best to develop and implement a teaching and learning standards framework across the sector.

Tensions and dilemmas include questions about how best to balance:

- a focus on summative evaluation with a focus on formative evaluation of teaching and learning quality and standards;

- the tension between minimum or threshold standards on the one hand, and excellence and international standards on the other;
- a focus on generic and discipline-specific knowledge, skills and values
- the roles of TEQSA (summative assessment) and the Compacts process (formative assessment) – including how their roles will be linked;
- a focus on internal quality improvement (i.e., encouraging an open focus areas of weakness) with external accountability and quality assurance (i.e., making performance data public);
- the drive to produce a single indicator of student outcomes on the *My University* website with the need to validly represent the complex aspects of quality and diversity in performance not just between, but also within universities and private providers;
- the role of external professional and international accreditation systems, in particular those that include reference to peer expert judgements of learning standards (e.g., speech pathology) and teaching standards (e.g., AACSB assurance of learning standards in business);
- sector diversity with comparability of performance; and
- a rapid growth of student numbers in a deregulated environment on the one hand with, on the other, ensuring consistently high standards, quality and capacity to deliver.

Several dilemmas and challenges were identified at the TEQSA-hosted summit on teaching and learning standards in July this year. These include (source: adapted from Sharon Bell's summary of key issues and feedback gathered from participants):

- the importance of articulating a process or suite of processes as well as the architecture of the framework when developing the teaching and learning standards framework;
- the outcomes and reporting will only be as good as the quality of the data available and its interpretation, both qualitative and quantitative;
- clarifying who is the audience for the reporting on standards? The language, articulation and translation of matters relating to teaching and learning standards needs to be considered carefully; and
- acknowledging the critical role of peers and expert judgement within the proposed teaching and learning standards definitions.

## **5. Some options for ways forward in the learning standards area**

We recognise and endorse the important link between teaching and learning standards and the need to treat them together in any discussion of a standards framework. However, while a Teaching Standards Framework has been proposed and is undergoing further refinement, no similar framework exists for learning standards. We endorse the view that approaches to assuring and demonstrating learning standards need to be sufficiently flexible to accommodate sector diversity, yet they also need to be defensible and robust, scaleable and sustainable. The value of expert peer review in the discipline is widely endorsed, as is the need to ensure that any framework takes account of existing institutional quality and standards frameworks in order to streamline reporting and monitoring demands.

Following are some options for moving forward in the area of learning standards. These proposals represent a starting point only, and we encourage comment and further suggestions. The options listed here are not mutually exclusive. They are designed to encourage practical suggestions that may be taken up by a range of stakeholder groups.

Suggested options for progressing the development of learning standards, in particular, include the following.

1. Develop a tiered framework for monitoring, assuring and reporting on learning standards that recognises many of the initiatives already in place.
  - a. Tier 1: discipline/department level peer review and moderation within and between higher education providers, conducted in a staged manner across disciplines and over time, with reporting available on institutional websites.

Tier 1 assumes that higher education providers have existing unit/subject and course/program level moderation systems in place that are integral to their quality assurance and assessment processes.
  - b. Tier 2: institution-level monitoring and reporting on whole-of-institution mechanisms in place to assure learning standards, along with a report against criteria and KPIs – similar to the Teaching Standards Framework.

This may also include reporting on:

    - The outcomes of benchmarking as part of the Provider Standards compliance process;
    - how institutions are addressing specific QA areas such as English proficiency standards and assessing graduate capabilities.

Agreed institutional performance indicators could be integrated into the Compacts process.

Benchmarking partner institutions may report on the outcomes of collective initiatives (e.g., the outcomes of the Go8 Verification of Standards initiative, or the outcomes of the Learning and Teaching Standards Peer Review and Moderation work, currently being piloted among 11 universities).

- c. Tier 3: national-level monitoring and reporting on institutional performance based on a streamlined reporting mechanism that draws on Tier 1 and 2 outcomes.

This would need to accommodate a range of models and approaches. The focus would be on ensuring that institutions are able to report that they have a range of models in place for monitoring and assuring learning standards, working over time.
2. Take account of the existing provider course accreditation standards. There already exists a comprehensive list of standards relating to course design, assessment, course monitoring and the quality of teaching and learning. Several respondents in the consultation process noted that there would be merit in drawing on the existing provider course accreditation standards rather than developing a new suite of standards.
3. Follow a similar approach to that proposed in the Teaching Standards Framework – identify learning standards themes, criteria, performance indicators and assessment categories – e.g., learning standards in the disciplines, learning standards in specific areas such as English proficiency, learning standards in generic areas.
4. Identify and share institutional examples where teaching and learning standards frameworks are being developed and implemented. Appendix 1 includes a case study example to which other universities may add. Existing institutional frameworks such as these may be a useful starting point for guiding the development of teaching and learning standards in particular areas - e.g., teaching standards may be developed in the areas of learning design, delivery and support; learning standards may involve a focus on one or more of the following: validated peer review of student outcomes, outcomes of objective tests, employer feedback, graduate feedback, to name a few.

5. Develop a suite of sample learning standards statements for discussion across the sector. One example is that proposed in the TEQSA Discussion paper (see p.18, Figure 2 where a teaching standard statement in the category of “provision for student diversity” is proposed). In order to progress this, the definition and dimensions of learning standards would need to be identified, along with consideration of the range of ways in which learning standards might be expressed.
6. Articulate the learning standards reference points. As learning standards statements are developed, take account of the reference points being used across the sector to validate learning outcomes. Reference points might include:
  - the Australian Qualifications Framework;
  - the threshold learning outcomes developed as part of the ALTC discipline standards project;
  - the UK subject benchmarks and the outcomes of the European Tuning Project and OECD’s AHELO project;
  - external professional accreditation standards (when applicable);
  - results from inter-institutional benchmarking, peer review and moderation activities, particularly among final year and capstone units that demonstrate cumulative course outcomes and learning standards;
  - data on learning outcomes at the institution level;
  - the results of School/Department Reviews, especially recommendations concerning future positioning in the discipline or profession concerned;
  - the stated learning outcomes for courses of the same name in other universities;
  - the institution’s graduate attributes;
  - the results of studies of successful early graduates in the area concerned (see Scott, 2011);
  - employer feedback; and
  - input from External Course Advisory Committees.

When considering which reference points one might use to determine and validate learning standards, two important questions include: 1. whose voice or perspective is represented through the use of respective reference points? and 2. how much weight is given to respective reference points?

7. Review the relative merits and feasibility of existing peer review models (e.g., the Go8 Verification of Standards project and the Krause-Scott et al Learning and Teaching Standards Project on peer review and moderation of coursework) and their focus on assessment artefacts, i.e., actual samples of student work as authentic evidence of learning standards. The merits of a range of external peer review models involving professionals may also be considered. For example professional or international accreditation processes comprising individual professionals/academics (e.g. speech pathology) or teams of professionals and/or academics from local (e.g. Engineering; Architecture) or international organisations (e.g. Business) who peer review student artefacts or vivas.
8. Consider the role of discipline standards and threshold learning outcomes and their role in a learning standards framework. This will be explored in 2012 as part of the Krause-Scott Learning and Teaching Standards project. The ALTC/OLT Discipline Scholars will also continue to address these issues during 2012 in the context of individual projects which include exploration of accreditation issues and demonstration of students’ achievement of threshold learning outcomes.
9. Focus on minimum learning standards and invest initial energy in defining and benchmarking what is considered to be a “pass grade” in final year units.

## 6. Consultation and acknowledgements

The draft version of this paper was distributed for comment and feedback to: i) members of the Universities Australia DVC(A) group; ii) members of the Australian Standards Consortium group (colleagues involved in standards-related projects across the sector); iii) the Council for Australian Directors of Academic Development; iv) ALTC Fellows and Discipline Scholars. We acknowledge the feedback from these colleagues and thank them for their contributions to this paper. Particular thanks go to: Associate Professor Mark Freeman (University of Sydney), Professor Brian Yates (University of Tasmania), Associate Professor Christine Woods, Ms Jo Miller and Ms Sue Christianson (Central Queensland University) for their detailed feedback.

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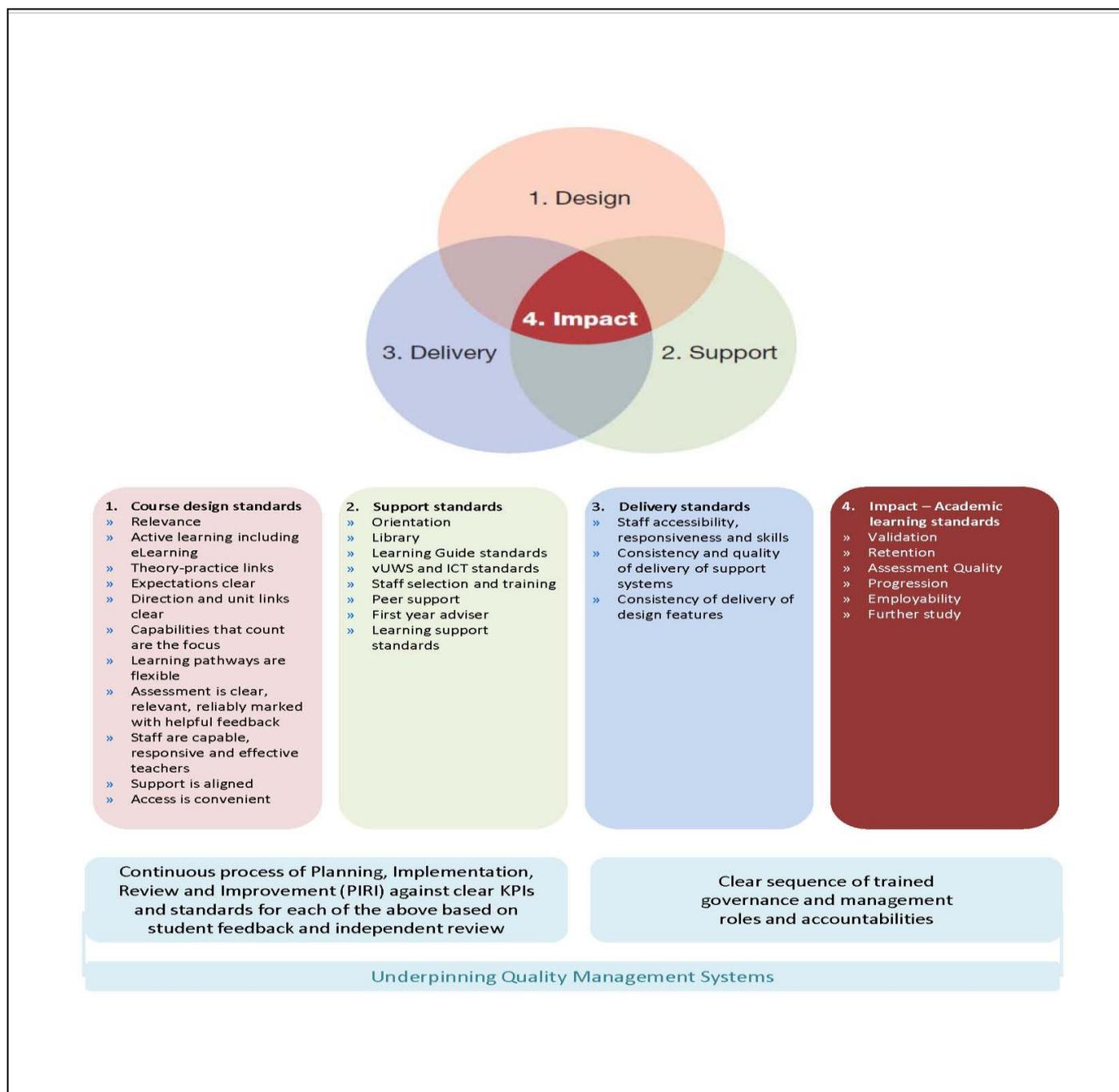
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## Appendix 1: Institutional case study – sample standards framework used at UWS

The following diagram provides an example of how the University of Western Sydney (UWS) has identified a suite of curriculum-related areas to guide development of standards relating to both inputs (e.g., course design, delivery and support) and outcomes (i.e., evidence of curriculum impact). The elements of this framework map to the TEQSA provider course accreditation standards and illustrate ways in which an institution may engage with teaching and learning standards across the academic enterprise.

This framework represents just one of many approaches institutions may adopt as they consider strategies for engaging staff and students, designing policies and processes relating to the measurement, monitoring and assuring of teaching and learning standards.

### UWS Academic Standards and Assessment Framework for Learning and Teaching



## Appendix 2. Selected ALTC/OLT/DIISRTE and institutionally-funded projects relating to teaching and/or learning standards

This information has been gathered from project websites, available reports and where possible, discussion with project teams. Please contact the AAGLO Project Officer (see <<http://www.itl.usyd.edu.au/projects/aaglo>>) if there are any errors in this list or to provide additional information.

### 1. Projects invited to *ALTC Networking in standards-related projects and fellowships*

Lead Institution, project leader and partners	Project Title	Description (as available through online reports by respective project teams)	Year funded
UWS - <a href="#">Kerri-Lee Krause</a> Charles Darwin LaTrobe Macquarie QUT ANU Melbourne Griffith	<b>A sector-wide model for assuring final year subjects and program achievement standards through inter-university moderation</b> SP10-1843	This project will produce resources to guide inter-institutional moderation for assuring final year subject and program achievement standards. Eight universities will identify common final year subjects across eight disciplines aligned with the ALTC discipline standards project. Subject convenors will share subject outlines and selected assessment artefacts for review by at least two other project universities. The moderation process includes inputs (e.g., outlines, assessment tasks, marking criteria) and outcomes (i.e., assessment samples). External blind peer review of both inputs and outcomes will determine consistency of subject-level standards against comparable final year subjects in other universities. Where relevant, capstone subjects will be used, and program learning outcomes considered, to identify approaches for assuring program achievement standards through inter-university moderation. The project addresses the TEQSA imperative to demonstrate sector-level, self-regulated, robust approaches for assuring quality and standards, and highlights the role of peer review. Guidelines for practice will be sustainable and owned by academic disciplinary communities.	2010
UNSW - <a href="#">Sean Brawley</a>  UQ UNE	<b>After standards: Engaging and embedding history's standards using international best practice to inform curriculum renewal</b> PP10-1812	History is currently a 'demonstration discipline' in the ALTC's Learning and Teaching Academic Standards project. The new threshold learning outcomes (TLO) and the new standards environment that TEQSA will oversee, present history with both a significant challenge (navigating the new environment when the discipline has no standards experience) and a unique opportunity (using the TLO's promulgation to drive cognate agendas around curriculum renewal). It is the ambition of this project to build a community of practice through which Australian historians - systematically, universally, collegially, reflectively and effectively - respond to standards implementation and the resulting opportunities for curriculum renewal. The project has the endorsement of the discipline's peak body (Australian Historical Association), the Australasian Council of the Deans of Arts, Humanities and Social Sciences, and the active support of each of the 31 institutions that have history majors. This project will model, demonstrate and evaluate approaches and processes in dissemination and implementation that will be applicable to other discipline communities.	2010

Lead Institution and partners	Project Title	Description (as available through online reports by respective project teams)	Year funded
UTS - <u>Alison Lee</u> AIPPEN Curtin Notre Dame Edith Cowan Griffith Notre Dame UQ Sydney UWA	<b>Curriculum renewal and interprofessional health education: establishing capabilities, outcomes and standards</b> PP10-1741	This proposal responds to the urgent need for curriculum renewal in health education - in particular, the need to graduate students from all health professions with well-developed interprofessional practice (IPP) capabilities. IPP capabilities are identified as essential for delivering health services that are safer, more effective, and more sustainable. Significant interprofessional education (IPE) initiatives have occurred internationally. However, within the Australian higher education context, IPE remains relatively undeveloped, and is not well integrated with core elements of the curriculum. In addressing this national challenge, the project will contribute in two areas. Firstly, it will produce and disseminate a range of IPE curriculum resources: a curriculum framework, generic capability statements, learning outcomes and assessment methods. Secondly, it will produce and disseminate resources to guide and support curriculum change. To maximise stakeholder buy-in and uptake, the project will build on existing curriculum development initiatives and utilise participatory methods.	2010
Wollongong - <u>Heather Yeatman</u> Curtin Deakin Flinders QUT Newcastle UQ USC	<b>Curriculum renewal in public health nutrition</b> PP10-1769	This project will use a consensus-based approach to develop academic standards to support the emerging discipline and workforce of public health nutrition (PHN). There is a need for a current academic discipline base and pedagogy for the education of professionals who are able to address contemporary food issues. A modified Delphi methodology will be used to reach consensus on PHN academic standards. The project will develop a competencies framework, including competency units, elements and performance/assessment criteria (consistent with competency frameworks used by professional disciplines). These will codify and make explicit the knowledge, skills and attitudes required to perform effectively the work required of a public health nutrition practitioner, from graduate entry to advanced practitioner at both undergraduate and postgraduate levels. A national forum will be conducted to disseminate and operationalise the academic standards. The process will form the first phase in curriculum renewal in PHN, to be articulated at national and international levels.	2010
UQ - <u>David Wilkinson</u> ACER Monash	<b>Developing the foundation for a national assessment of medical student learning outcomes</b> SP10-1869  <i>This project developing processes for national program assurance of GLOs.</i>	As the recent national study of medical education in Australia has affirmed, growing internationalisation of the medical profession, increasing diversification of programs and curriculums, and ever-growing pressure to prove and improve academic standards heighten the need for robust and efficient assessment in medical education (DEEWR, 2008). This project responds to the need to prove and improve the standards of medical education by establishing an Australian Medical Assessment Collaboration (AMAC). The aim of AMAC is to set foundations of a national assessment to monitor the outcomes of later year medical students in Australia. This project will include scoping work, wide-ranging sector engagement, international involvement, faculty training, development of initial criterion-referenced assessment frameworks, and the	2010

		compilation and validation of sample test items. This ALTC project will provide the foundation for what will be the ongoing development and implementation of an item library that will provide a sustainable and robust means of assuring the standards of medical education in Australia.	
Monash - <u>Adrian Evans</u> Griffith LaTrobe Murdoch ANU UNSW	<b>Strengthening Australian legal education by integrating clinical experiences: identifying and supporting effective practices</b> PP10-1603  <i>This project focuses on developing standards for clinical legal education.</i>	This project seeks to develop standards for effective clinical legal education in their own right and to assist in renewal of University law curricula in Australia. The project will investigate current practices in clinical programs in six Australian jurisdictions with participation from six law schools closely identified with experiential learning in law. Workshops across Australia will explore the disparate and uneven approaches to clinical learning and effective practice. The findings from each jurisdiction will also be workshopped, compared and contrasted among key stakeholders, resulting in these deliverables: the production of recommended standards for current and new clinical programs, a national conference and an edited book. In this way, law deans'; and academics'; consciousness of the importance of experiential learning to renewal of law curricula will be strongly disseminated across Australia and provide sufficient information for the Council of Australian Law Deans to implement national clinical standards within their projected standards for accreditation of Australian law schools.	2010
UTS - <u>Romy Lawson</u> Bond QUT RMIT USQ	<b>Hunters and gatherers: strategies for curriculum mapping and data collection for assuring learning.</b> SP10-186 <i>Accreditation processes are increasingly incorporating assessment into their processes with a consequent increase in demand for reliable and efficient technologies to support data collection and storage. Collaboration between the AAGLO and "Hunters and Gatherers" projects has been established.</i>	Assurance of learning is a predominant feature in both quality enhancement and assurance in higher education. It involves making program expectations and standards explicit, then systematically gathering, and interpreting evidence to determine how well performance matches those expectations. This benefits the institution, ensuring program aims are evaluated and used for program development, and is important for external scrutiny (AUQA, TEQSA, professional bodies). This project aims to investigate two elements of assurance of learning: (1) mapping graduate attributes throughout a program; and (2) collecting assurance data. It will conduct an audit across disciplines subject to accreditation in Australian universities to evaluate current methods of mapping graduate attributes and their impact on the curriculum, and also the systems used to collect and store data. This information will be critically analysed to develop strategy on curriculum mapping and data collection. It will draw upon the use of existing software packages (e.g., SOS - mapping; ReView, SPARKPLUS collection) to support the efficient and effective implementation strategies.	2010
Adelaide - <u>Maree O'Keefe</u> Monash Melbourne UQ	<b>Harmonising higher education and professional quality assurance processes for the assessment of learning outcomes in health</b> SP10-1856 <i>This project focuses on ensuring alignment of GLOs and accreditation requirements in selected health discipline.</i>	The outcomes of the ALTC Learning and Teaching Academic Standards project have reinforced the importance of ensuring ongoing alignment between threshold learning outcomes and professional accreditation standards. This harmonising project will work across, and with, higher education institutions and healthcare professional accreditation agencies to identify and match the goals and expectations of educational, professional and governmental institutions in relation to quality assurance activities. Within a framework that is organised around the threshold learning outcomes, information will be captured about teaching and learning practices, designs and environments, and assessment approaches that underpin contemporary healthcare professional	2010

		education. The project will specifically focus on a subset of health professions including medicine, dentistry, nursing and physiotherapy as demonstration disciplines. A detailed analysis within each of these demonstration disciplines will directly inform development of the framework that can subsequently be more widely adopted.	
Macquarie - <a href="#">Judyth Sachs</a>	<p><b>Teaching standards framework project</b></p> <p><i>This project is developing a teaching standards framework that includes assurance processes.</i></p>	The Teaching Standards Framework (TSF) project was initiated to facilitate the development of teaching standards for the Australian higher education sector. Macquarie University had developed teaching standards frameworks at the institutional and individual levels for its own purposes in 2009. Nine universities were involved in testing and re-designing the institutional framework between August and December 2010. The updated framework includes six standards that provide institutions with a way of benchmarking the quality of their teaching, learning environment and curriculum. The revised TSF provides the structure and methodology for institutions to indicate how they meet each of these standards. The TSF is designed around three themes and seven focus areas considered common to all institutions. These provide a benchmark whilst allowing for both the celebration of institutional excellence and the identification of areas in need of development. The TSF enables an assessment across an entire institution or organizational unit and accommodates institutional diversity. There is also the facility for extensive reporting on particular focus areas. Participating institutions were of the view that the TSF required the development of an online version and more testing before it could be implemented. The regulatory regime managed by TEQSA in which Australian institutions will shortly be operating increases the need for a tool through which excellence and areas in need of development can be evaluated and standards defined. The TSF, when online and with more testing, could be that tool. The report makes a series of recommendations about how the implementation of the TSF in Australian institutions could be achieved.	Published 2011
<p>UWA - <a href="#">Phil Hancock</a></p> <p>Sydney - <a href="#">Mark Freeman</a></p> <p>UWS RMIT Adelaide Deakin</p>	<p><b>Achievement Matters: External Peer Review of Accounting Learning Standards</b></p> <p>Australian Business Deans Council, CPA, the Institute of Chartered Accountants and the ALTC Discipline Support Strategy</p>	Accounting is the first discipline seeking to collaboratively develop and implement a national model of expert peer review for benchmarking learning outcomes against nationally-agreed threshold learning outcomes developed under the ALTC 2010 Learning and Teaching Academic Standards project. <sup>1</sup> Assessment tasks and specifications, chosen to evidence particular thresholds, will be peer reviewed by recent graduates and professional bodies as well as by senior academics. Following calibration activities, random samples of completed student work will also be double-blind reviewed by academic peers. A debrief activity rounds off the cycle. After the pilot cycle, limited to accounting departments and bachelor students from ten universities, the project will be expanded to coursework master students and invitations to participate extended to all other Australian accounting degree providers, including private and TAFE providers. This project is funded by the Australian Business Deans Council, CPA I, the Institute of Chartered Accountants in I and the ALTC Discipline Support Strategy. An unsuccessful ALTC grant application will necessitate	

		limiting the number of additional participants. Project intended outcomes :1. External peer-reviewed evidence of accounting academic standards in all types of higher education providers, benchmarked against the accounting threshold learning outcomes; 2. A model process for obtaining and using blind external peer review evidence that captures inputs (i.e. assessment specifications) as well as outputs (i.e. completed student work) and 3. Professional learning and capacity building. These outcomes will: serve quality assurance purposes, nationally and internationally, and support quality enhancement locally; produce a model that is inclusive, reliable, and is likely to be adopted by other business disciplines; provide valuable professional development for experienced academics and, if mirrored locally, for early career academics.	
Manju Sharma (USyd, lead)	<b>National Network in Science and Maths, SaMnet</b> (ALTC/OLT funded)	A project involving the close cooperation of the Australian Council of Deans of Science. Learning and Teaching academic standards in Science is one of the four agreed themes of this project. This theme is being led by Susan Jones and Brian Yates.	2011-2013
Madeleine Schulz (QUT, lead)	<b>Discipline network in Chemistry</b>	There are three working groups in this network. Professor Brian Yates (University of Tasmania) is chair of the working group on implementation of the Chemistry Threshold Learning Outcomes across Australia.	2011-2013

Fellowships	Project Title	Description	Year funded
QUT - <u>Wageeh Boles</u>	<p><b>Navigating a pathway between the academic standards and a framework for authentic, collaborative, outcomes-focused thinking in Engineering Education</b></p> <p><i><b>This project focuses on designing and implementing assessment tasks that provide evidence of student earning outcomes in engineering. The information collected on assessment practices may be very relevant to our work</b></i></p>	<p>The pending roll-out of threshold learning outcomes devised by the Learning and Teaching Academic Standards project will significantly impact curriculum design, pedagogy and assessment in all Australian tertiary institutions. By developing a transferable framework for collaborative, outcomes-focused thinking, this fellowship program will enable academic staff to constructively engage with the imperative for universities to enhance student learning outcomes.</p> <p>During a Fellow-in-residence program at five Australian universities, an action research approach will be used to support engineering academics in designing and implementing assessment tasks that provide evidence of students' attainment of learning outcomes. Later, the Fellow will work as a collaborator and change agent with heads of schools and academic leaders to support academics' effective teaching and assessment practices. The major outcomes will be a shift to an authentic, outcomes-focused approach to teaching demonstrated in the design and evaluation of assessment tasks and a set of guides and resources for mentoring, with an emphasis on supporting early- and mid-career academics.</p>	2011 National Teaching Fellow
UNSW - <u>Jacquelyn Cranney</u>	<p><b>National standards for psychological literacy and global citizenship</b></p> <p><i><b>The focus of this project is on developing and assessing GLOs in psychology. The information collected on assessment practices may be very relevant to our work.</b></i></p>	<p>This fellowship will address the further development of academic standards (student learning outcomes, SLOs) for undergraduate psychology education, particularly the refinement of SLOs emphasising psychological literacy and global citizenship. The issue relates to increasing national and international emphasis on accountability in terms of sustainable and relevant educational outcomes. The issue will be addressed primarily through a wide range of network-based curriculum renewal activities, involving key national stakeholder groups. Innovative curriculum strategies for SLO development and assessment will be identified, and guidelines for minimum SLO attainment, assessment and evaluation will be created. These national disciplinary outcomes will be embedded through network prioritising and program accreditation processes.</p> <p>Transdisciplinary impact will be achieved through strategic institutional and national engagement, focusing on generalisation of academic standard development processes, with particular emphasis on global citizenship. Specific indicators of these outcomes are outlined.</p>	2010 National Teaching Fellow

Fellowships	Project Title	Description	Year funded
UNE - <a href="#">Wendy Beck</a>	Improving graduate employability by implementing subject benchmarks	<p>Employability is defined as a set of skills, understandings and personal attributes that graduates should have in order to succeed in their careers. The fellow's completed ALTC Discipline Study (Benchmarking Archaeology Degrees in Australian Universities 2007-2008) studied one aspect of employability. But how can humanities disciplines improve graduate employability even further? Suggested means to improvement are: a) to jointly develop employability profiles; b) to explore the development of collaborative teaching; and c) to encourage other disciplines in humanities to adopt the subject benchmarking process. This activity is important because it will implement and map cross-institutional approaches to improving employability in archaeology, as well as explicitly disseminating the results to other disciplines, for the first time.</p> <p>The proposed outcomes are: nationally-agreed principles for the provision of collaborative teaching in archaeology; general guidance for the articulation of appropriate employability profiles; and process development for sustainable cross-institutional benchmark development.</p>	2009 ALTC Teaching Fellow
Curtin - <a href="#">Bev Oliver</a>	<p><b>Assuring graduate capabilities: evidencing levels of achievement for graduate employability</b></p> <p><i><b>This project is designing program-wide standards rubrics and strategies to evidence student achievement of learning outcomes. Some of the information gathered about strategies to evidence student achievement might be very relevant to our work.</b></i></p>	<p>Conversations about graduate capabilities inevitably turn to standards: academic staff, business and industry, the community, students and graduates seek clarity on the level of achievement required for safe practice and professional readiness. Course (program) leaders, students and industry partners are often guided by predetermined lists of generic attributes, professional competencies and outcomes. However, many seek clarity about the level of performance required during the course, at graduation and beyond (for example, how well a journalist or pharmacist is expected to be able to communicate at graduation). In addition, in an increasingly evidence-based culture, the sector is seeking new ways to assure the achievement of such standards. This fellowship proposes to engage curriculum leaders of undergraduate courses from any discipline to work with their colleagues, industry partners, students and graduates to:</p> <ul style="list-style-type: none"> <li>• define course-wide levels of achievement in key capabilities, articulated through standards rubrics</li> <li>• implement strategies to evidence student achievement of those standards (through student portfolios and course review processes, for example)</li> <li>• share the validity, challenges and opportunities of such approaches through scholarly publications.</li> </ul> <p>Colleagues are encouraged to access an introduction to these concepts and join a community of practice and scholarship at <a href="http://tiny.cc/boliver">http://tiny.cc/boliver</a>.</p>	2011 National Teaching Fellowship

Fellowships	Project Title	Description	Year funded
Curtin - <a href="#">Bev Oliver</a>	<b>Benchmarking partnerships for graduate employability</b>	Universities review curricula drawing on a range of data, including feedback gathered through the Course Experience Questionnaire (CEQ) and internal feedback systems which rarely include graduate and employer perceptions of graduate achievement of attributes and employability skills. This fellowship sought to address this gap by disseminating three tools to partner universities to engage in benchmarking for improved attribute and employability skill attainment in specific courses. The fellowship engaged partner universities to voluntarily engage in benchmarking with selected peer institutions (within agreed confidentiality boundaries) so that teaching teams could improve course curricula and improve stakeholder perceptions of graduate employability. The tools were: the Graduate Employability Indicator surveys, a portfolio of course review evidence from a range of data sources (such as the Australian Graduate Survey, course demand, student progress and retention, graduate and employer feedback); and a curriculum mapping tool which creates visual analyses of key aspects of the curriculum (such as where graduate attributes are developed and assessed, assessment types, learning experiences and resources, career development learning and curriculum themes).	2009 ALTC Teaching Fellowship

## 2. Additional projects identified by searching ALTC website

<b>Lead Institution, project leader, partners</b>	Project Title	Description	Year funded
Griffith - <a href="#">Elizabeth van Acker</a>  Macquarie QUT Newcastle Wollongong	Capstone courses in undergraduate business degrees: better course design, better learning activities, better assessment PP10-1646	Capstone courses within undergraduate business degrees are important for learning. However, little is known or understood about the purpose of capstone courses or the best approaches to course design, learning activities and assessment. This project aims specifically to gather and disseminate good practice in course design, learning activities and assessment practices for capstone courses. It will conduct an audit of capstones in the partner universities, interview various stakeholders and survey recent graduates. It will deliver outcomes that benefit employers of business graduates, university business schools and final year business students. It will be of national benefit in enhancing student employability and assurance of learning. It will produce a report of its findings, conference papers, workshops and journal articles. The project's main output will be a good practice guide about how to structure, teach and assess a capstone course.	2010
UNE - Wendy Beck	Benchmarking archaeology degrees at Australian universities PP6-53	The purpose of the project is to formulate a list of achievement standards for Australian Honours graduates in Archaeology. By project end, a nationally agreed public document, developed collaboratively by all Australian university providers of Archaeology, will be produced and disseminated. The project methodology should be transferable to other disciplines.	Published 2006

<b>Lead Institution, project leader, partners</b>	<b>Project Title</b>	<b>Description</b>	<b>Year funded</b>
Sydney - <u>Michelle Lincoln</u> CSU Flinders	Benchmarking clinical learning in speech pathology to support assessment, discipline standards, teaching innovation and student learning PP6-26	This project will build the capacity of speech pathology academics to monitor and improve the quality of their teaching and assessment through benchmarking effective strategies for facilitating student learning in the workplace nationally and internationally. Programs will be supported to develop threshold standards of performance that will inform teaching practice within universities. The project also aims to facilitate international benchmarking for the purpose of maintenance of standards and improvement of learning and teaching practices.	Published 2008
UTS - <u>Tracy Taylor</u>  QUT Sydney UQ	Facilitating staff and student engagement with graduate attribute development, assessment and standards in Business faculties PP7-332	To promote and support strategic change in advancing graduate attribute development in business education through engagement of staff and students with learning and assessment processes that embed graduate attribute development.	Published 2009
Macquarie - <u>Leigh Wood</u> ACU Edith Cowan LaTrobe. USQ Canberra, UTAS	Embedding the development and grading of generic skills across the business curriculum PP8-935	This project identified and disseminated several current models of embedding graduate skills in business programs around Australia. An intensive workshop model of embedding graduates skills was developed and trialled. Practical teaching and learning resources on teamwork, critical thinking, ethical practice and sustainability were developed and may be found on the project website.	Published 2011
Griffith - <u>Megan Dalton</u>  LaTrobe Monash	Assessment of Physiotherapy Practice (APP) PP6-28	A preliminary search of the physiotherapy literature revealed a lack of systematic studies to determine the validity and reliability of instruments for assessing clinical competence of students in physiotherapy programs worldwide (Beckman et al. 2005; Stickley 2005). The project group therefore proposes a method for the development of a standardised assessment procedure that meets the needs of students and educators and provides valid and reliable measurements of student clinical competence. Specific project aims were to: <ol style="list-style-type: none"> <li>1. develop a competency based assessment instrument to evaluate the performance of physiotherapy students in the workplace;</li> <li>2. investigate and refine the psychometric properties of the instrument; and</li> </ol> investigate the viability of using the instrument as a measure of physiotherapy competency in the practice environment	2006
RMIT - <u>M. Jones</u> , Griffith, LaTrobe	Generating academic standards for planning practice education PP6-47	To gain a greater understanding of academic standards within the discipline of urban and regional planning. The focus was on academic standards, assessment practices and student outcomes in planning education.	Published 2006

<b>Lead Institution, project leader, partners</b>	<b>Project Title</b>	<b>Description</b>	<b>Year funded</b>
Newcastle - <u>Jennifer Gore</u>	Quality assessment: linking assessment tasks and teaching outcomes in the social sciences PP7-320	The project aimed to strengthen links between assessment tasks and teaching outcomes by refining and evaluating a model for improving the quality of assessment tasks in the social sciences (as well as other disciplines).	Published 2007
Wollongong - <u>Roy Brown</u>	The development of an undergraduate nursing competencies assessment tool for use across Australian universities CG7-523	To develop a new nationally-agreed competency assessment tool for all Australian universities with nursing programs that lead to eligibility for registration in all states and territories.	Published 2010 Not yet available
RMIT - <u>Barbara de la Harpe</u>  CQU Murdoch UNSW	Increasing institutional success in the integration and assessment of graduate attributes across disciplines by identifying academic staff beliefs about graduate attributes GI7-638	An analysis and comparison of survey data gathered from academic staff at 16 Australian universities about their beliefs around graduate attributes.	Published 2009
Sydney - <u>Sue McAllister</u>  Flinders James Cook La Trobe Newcastle UQ	Establishing infrastructure and collaborative processes for cross-institutional benchmarking of student clinical performance in speech pathology PP8-955	This project builds on the successful completion of the two earlier projects: COMPASS® and Benchmarking clinical learning in speech pathology. This project will develop tools for benchmarking student progress collaboratively across higher education programs through the application of innovative technology and will facilitate the collaborative use of this information to inform and improve educational practice. This process will assist those professional disciplines such as physiotherapy and nursing which have begun preliminary work in this area to develop national competency assessment tools. It will encourage other disciplines to consider taking up these challenges at a national level.	Expected completion 2011
Griffith - <u>Sally Kift</u>  QUT	Curriculum renewal in legal education: articulating final year curriculum design principles and a final year program PP9-1374	There are 32 law schools in Australia and more than 20,000 law students (DEEWR, 2008). This project focuses on curriculum renewal of the final year of legal education and transition to professional practice. Project outcomes will include: (1) articulated curriculum design principles for the final year (with adaptability potential to other disciplines); (2) a transferable model for an effective final year program; and (3) a final year in legal education forum and website. An iterative action learning methodology will be employed in the project design phase, engaging national and international legal education experts, including ALTC teaching award winners, and two key representative bodies, the Australian Academy of Law, and the Australian Law Students' Association. Focus groups will be conducted with students and recent graduates to obtain feedback on the developing draft principles and program. Preliminary research points to the value of the following three final year curriculum objectives: reflection, closure and transition.	2009

Lead Institution, <u>project leader</u> , partners	Project Title	Description	Year funded
Edith Cowan - <u>Trudy Cooper</u> ACU RMIT Victoria	Australian youth work education: curriculum renewal and a model for sustainability for niche professions PP10-1612	The purpose of this project is to renew the curriculum for Australian Youth Work professional education, applying the approach to curriculum outlined by Barnett and Coate (2005). The blueprint for the renewed curriculum will anticipate future requirements for the Youth Work professionals. It will articulate the aspirations, common content, pedagogy, values and guiding principles of Australian university Youth Work professional education and articulate its relationship with the VET Youth Worker training curriculum. This will provide the groundwork for cross-institutional sharing of courseware and educational materials and will facilitate future benchmarking, inter-sectoral and inter-professional pathways, and international qualification recognition. The project will promote long-term change through the establishment of a cross-sectoral Youth Work Educators Network. Balanced Australian higher education provision requires the sector to offer both high enrolment and specialist undergraduate degree options. The project will provide a starting point for a sustainability model for other 'niche' professions. The project team includes representatives of all Australian Youth Work professional degree programs.	2010
QUT - <u>Mary Ryan</u>	Developing a systematic, cross-disciplinary approach to teaching and assessing reflective writing in higher education <b>PP9-1327</b>	The aim of this project is to develop staff and student capacities for teaching and learning reflective writing in higher education. A model and accompanying resources will be developed to support assistant deans (teaching and learning) and course coordinators to embed a systematic and developmental, evidenced-based, whole-course approach to the teaching and assessment of reflective writing for the purpose of transformative professional practice. The project will embed a model of good reflective practice across courses that support portfolio submissions, work integrated learning, transitions into university, and transition from higher education into the professions. It will develop essential skills for academic staff and students, to support the widespread introduction of the e-portfolio as an assessment item within units, and as a capstone assessment of professional practice and standards within courses. This will be achieved by working collaboratively across the disciplines of education, law, health, creative industries and business at Queensland University of Technology, with potential for widespread adoption across the sector.	2009

<b>Lead Institution, project leader and partners</b>	<b>Project Title</b>	<b>Description</b>	<b>Year funded</b>
Canberra - <u>Jennifer Webb</u> CQU	Examination of doctoral degrees in creative arts: process, practice and standards PP10-1801	The creative arts disciplines constitute an important growth area for research higher degrees (HDR) and, in the decades since the Strand Report (1998), they have built a body of knowledge and set of practices associated with research and research higher degrees. However, there is virtually no empirical work in or across the creative arts disciplines that investigates how HDR examiners arrive at the commentary presented in their reports. Based on a process of national benchmarking and through extensive consultation, this project will investigate assessment practices, processes and standards in creative arts HDR, as well as beliefs and expectations of HDR students, supervisors and examiners, in order to establish a shared understanding of standards within this field of study.	2010
RMIT - <u>Margaret Jackson</u>  Curtin QUT	Graduate professional entry courses in accounting and law PP9-1386	This project will examine the growing number of graduate entry courses, being introduced by Australian universities which are designed to allow graduates to enter a new profession. To date, there has been limited work undertaken to understand the educational implications of these new courses, and to understand in particular the academic standards for postgraduate professional entry courses, as opposed to undergraduate courses also leading to professional entry. This project will explore whether a masters level degree that meets the requirements for entry into a profession applies different academic standards from those applied in an undergraduate degree that also meets the same professional entry requirements.	2009

### 3. Additional relevant projects not funded by the ALTC

<b>Lead Institution, project leader and partners</b>	<b>Project Title</b>	<b>Description</b>	<b>Year funded</b>
Melbourne <u>Professor Pip Patterson</u>  Group of Eight	Quality Verification System Group of Eight	The Group of Eight (Go8) is exploring the viability and benefits of establishing a Quality Verification System (QVS) to: <ul style="list-style-type: none"> <li>• demonstrate the appropriateness of the standards of learning outcomes and grades awarded in Go8 universities;</li> <li>• maintain and improve the academic standards of Go8 universities;</li> <li>• enable comparisons of learning outcomes in similar subjects across Go8 universities; and</li> <li>• promote discussion on good practice in teaching and learning in the Go8 universities.</li> </ul>	2011

<b>Lead Institution, project leader and partners</b>	<b>Project Title</b>	<b>Description</b>	<b>Year funded</b>
Innovative Research Universities, project lead: Professor Andrew Parkin (Flinders University)	<b>IRU Calibration Project</b>	This project involves peer review of learning standards among members of the IRU consortium.	2012-2013
This project is led by Professor Jonathan Holmes, Professor Susan Jones and Professor Brian Yates.	<b>LTAS@UTAS</b>	<p>This project examines the implementation of learning standards (threshold learning outcomes) across the whole institution at the University of Tasmania. The aims of this project are to:</p> <ul style="list-style-type: none"> <li>- Embed degree learning outcomes across all faculties and programs at UTAS</li> <li>- Do this for at least one degree in each faculty</li> <li>- Develop a process for others to follow (at UTAS) (i.e. systemic change)</li> <li>- Consider progressive attainment of learning outcomes</li> <li>- Consider satisfactory vs advanced achievement of degree learning outcomes</li> </ul>	2011-2013