Aligning the Science curricula review process with the UWS Academic Standards Framework

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UWS Academic Standards and Assessment Framework
For Learning and Teaching

1. Course design standards
- Relevance
- Active Learning including eLearning
- Theory-practice links
- Expectations clear
- Direction & unit links clear
- Capabilities that count are the focus

2. Support standards
- Orientation
- Library
- Learning Guide Standards
- vUWS & ICT standards
- Staff selection & training
- Peer support
- First year adviser
- Learning support standards

3. Delivery standards
- Staff accessibility, responsiveness and skills
- Consistency and quality of delivery of support systems
- Consistency of delivery of design features

4. Impact – Academic Learning Standards
- Validation
- Retention
- Assessment Quality
- Progression
- Employability
- Further study

- Learning pathways are flexible
- Assessment is clear, relevant, reliably marked with helpful feedback
- Staff are capable, responsive & effective teachers
- Support is aligned
- Access is convenient
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- **Scaffolding of concepts / big ideas** – linked to relevant, meaningful and contextual experiences for students

![Propportion of Assessment Tasks by level of authenticity](image)

- High eg work placement: 7%
- Medium eg simulation, role-play: 32%
- Low eg knowledge test: 42%
- Nil: 20%

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**Philosophy of inquiry** underpinning curriculum – scaffolded development throughout 3 years, culminating in an engaged capstone unit

**Deploying cross campus distance education capability based on Interactive Whiteboards, Video Capture, vUWS**

**Equivalent Student Experience**

**Delivery Standards:** Consistency of delivery & design features

- Cross campus teaching teams
- Review of TILT data at cohort and campus level
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Agreed Assessment Criteria and standards for key assess modalities by course level ➔ building on generic assessment rubrics

Learning guide standards implemented; Peer review processes in place

One referencing style used throughout undergraduate science programs

Curriculum mapping ➔ ultimately available in suitable form for students and linked to e-Portfolio

Emphasis of Level of Thinking across the course

- 1. Recall
- 2. Explain
- 3. Apply
- 4. Analyse
- 5. Evaluate
- 6. Create

1. Recall, 10%
2. Explain, 10%
3. Apply, 18%
4. Analyse, 13%
5. Evaluate, 28%
6. Create, 29%
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**Literature:**
- External reference groups – industry; colleagues, including ALTC Standards Fellows, Council of Deans of Science;
- UWS Employer surveys;
- Successful graduate studies;
- Staff input;

→ Intentional & Explicit Scaffolding & Mapping

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**Differential pathways for students entering the course inadequately prepared in mathematics and chemistry → STREAMING OF STUDENTS**

**Systems (OAR) support for streaming:**
- Internal Reference Group – SLU; Library;
- Student services – Universal Design principles
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• Assessment mapping across sessions and whole course – ensure appropriately scaffolded and no over assessment;
• Agreed assessment criteria and standards

Proportion of Assessment Tasks by type

Assessment Tasks by week due in year 1 semester 1
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Multiple staff development opportunities, including sessional staff
→ Development of shared pedagogy

Forums for sharing learning/best practice

Processes for communication across teaching teams within sessions and across years/specialities

Expectation of ongoing communication and peer review
→ No more SECRET UNIT BUSINESS