



## The Learning and Teaching Academic Standards Project

Christine Ewan

Head of Learning Networks

Australian Technology Network Conference

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The new Tertiary Education Quality and Standards Agency will be at the centre of a new standards-based quality assurance framework ... Key to the success of the new quality assurance arrangements – and meaningful academic standards in particular – will be the active involvement of the academic community.... Discipline communities will ‘own’ and take responsibility for implementing academic standards .....within the academic traditions of collegiality, peer review, pre-eminence of disciplines and, importantly, academic autonomy.

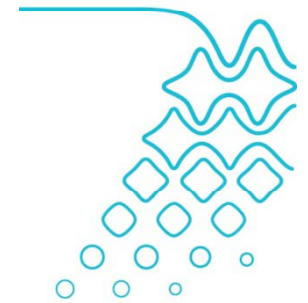
Australian Government, 2009  
*Transforming Australia's Higher Education System p.32*

# Context

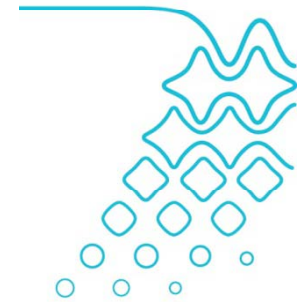
TEQSA will regulate the sector against agreed standards for higher education.

The standards framework is in development and is likely to comprise the following elements:

- Provider standards
- Qualification standards - AQF
- **Learning and Teaching Standards: Academic Standards, Learning outcomes**
- Research standards - ERA
- Information standards

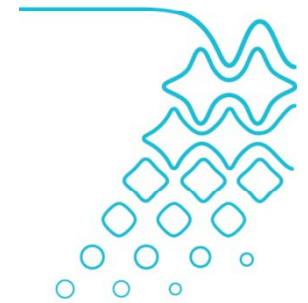


# Purpose of the Learning and Teaching Academic Standards Project



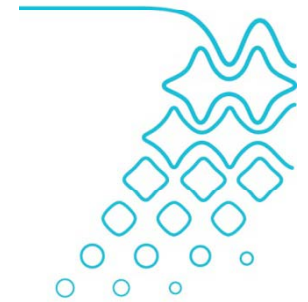
The Learning and Teaching Academic Standards Project (LTASP) has been established to facilitate and coordinate discipline communities' definition of academic standards.

# Academic standards – working definition



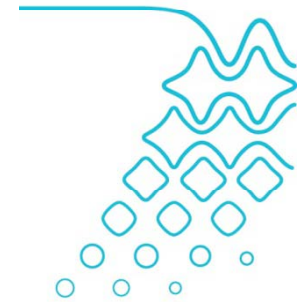
- Academic standards are learning outcomes described in terms of core discipline knowledge, and core discipline specific skills.
- Expressed as the **minimum learning outcomes** that a graduate of any given discipline (or program) must have achieved.

# Principles underlying use of academic standards for quality assurance



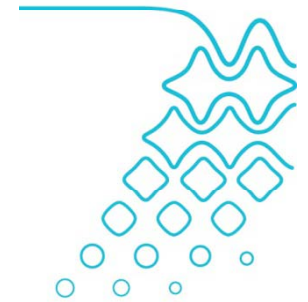
- Academic standards will be expressed as measurable or assessable learning outcomes.
- Input and process (e.g., lab hours) may support but are **not** substitutes for learning outcomes.
- Minimum learning outcomes will be defined by each discipline community for each level of AQF qualification (i.e., bachelors, masters, doctorate).

- Regular review will be required to maintain currency with knowledge and practice.
- Minimum academic standards must be comparable with appropriate international standards.
- Processes for assessment of performance against defined standards must be efficient, transparent, sustainable and include external peer review.
- Processes for assuring academic standards must not give rise to perverse consequences (e.g., standardisation of curricula)



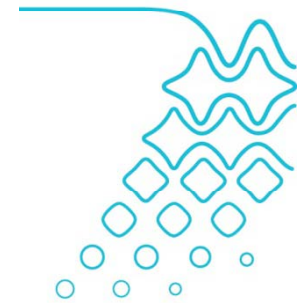
## Diversity and academic autonomy across the sector will be protected:

- Individual institutions may set their own learning outcome standards in addition to the defined minimum.
- Individual institutions will determine the curriculum, resources, teaching and assessment methods leading to the achievement of the minimum learning outcomes in their institution.

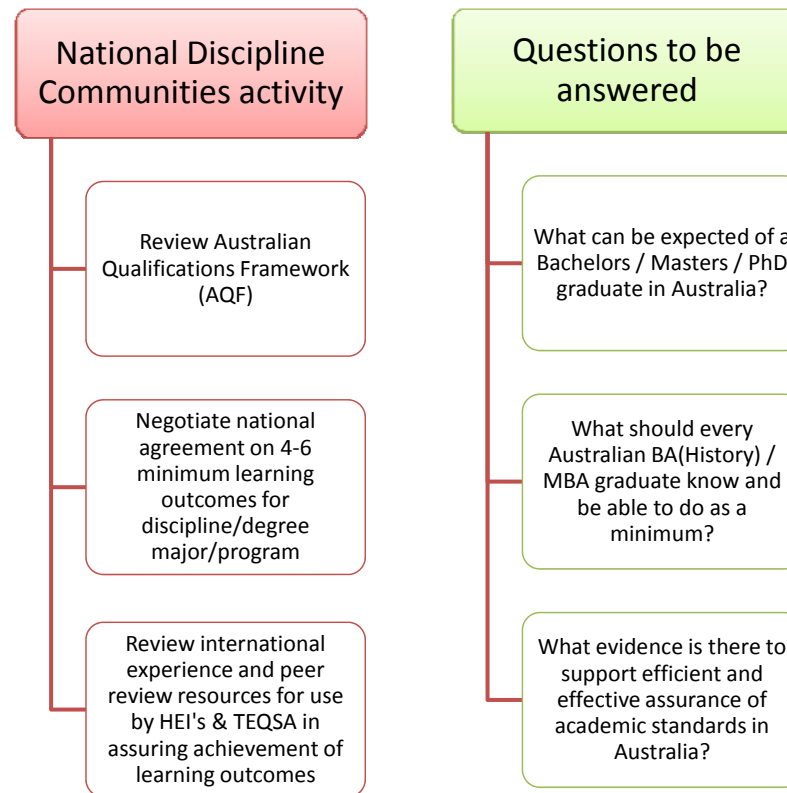
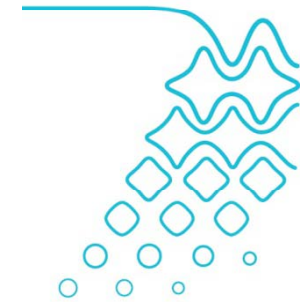


## Predictable Framework for Definition and Assurance of Academic Standards

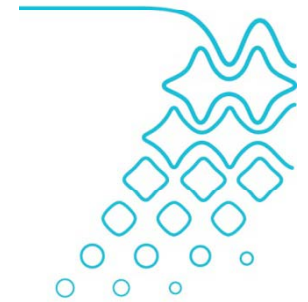
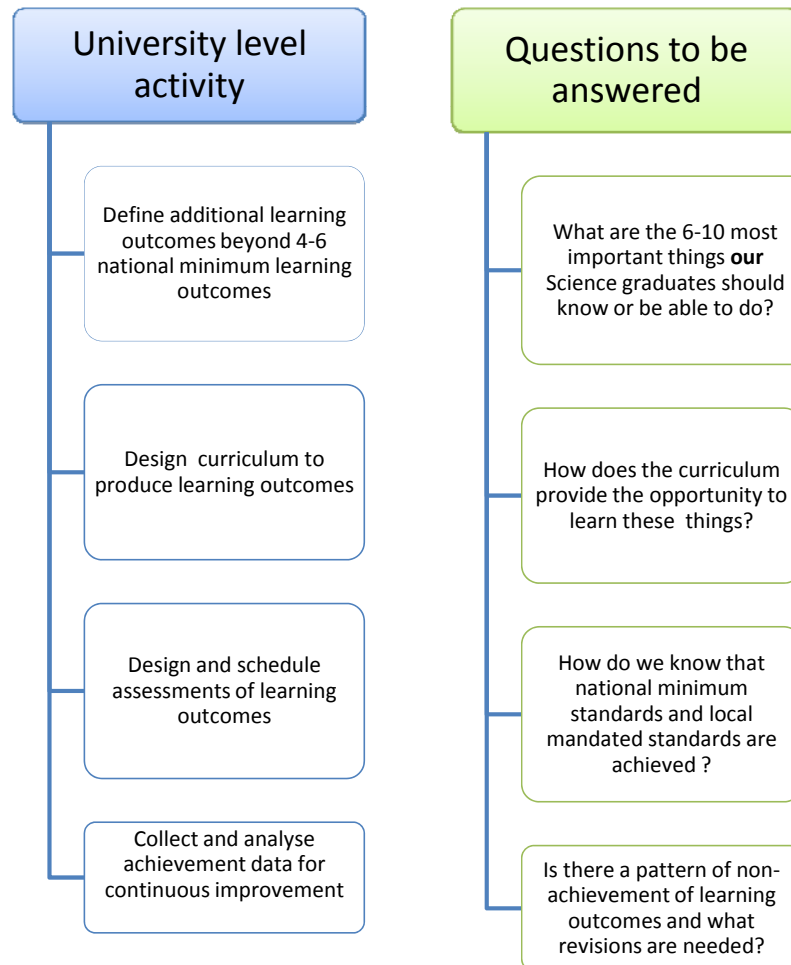
1. Those activities that will be undertaken nationally by Discipline Communities in the LTASP
2. Those activities that will need to be undertaken subsequently by universities and higher education providers to adequately prepare for assurance of academic standards; and
3. Those methods that TEQSA might consider in developing its strategy for assuring academic standards.



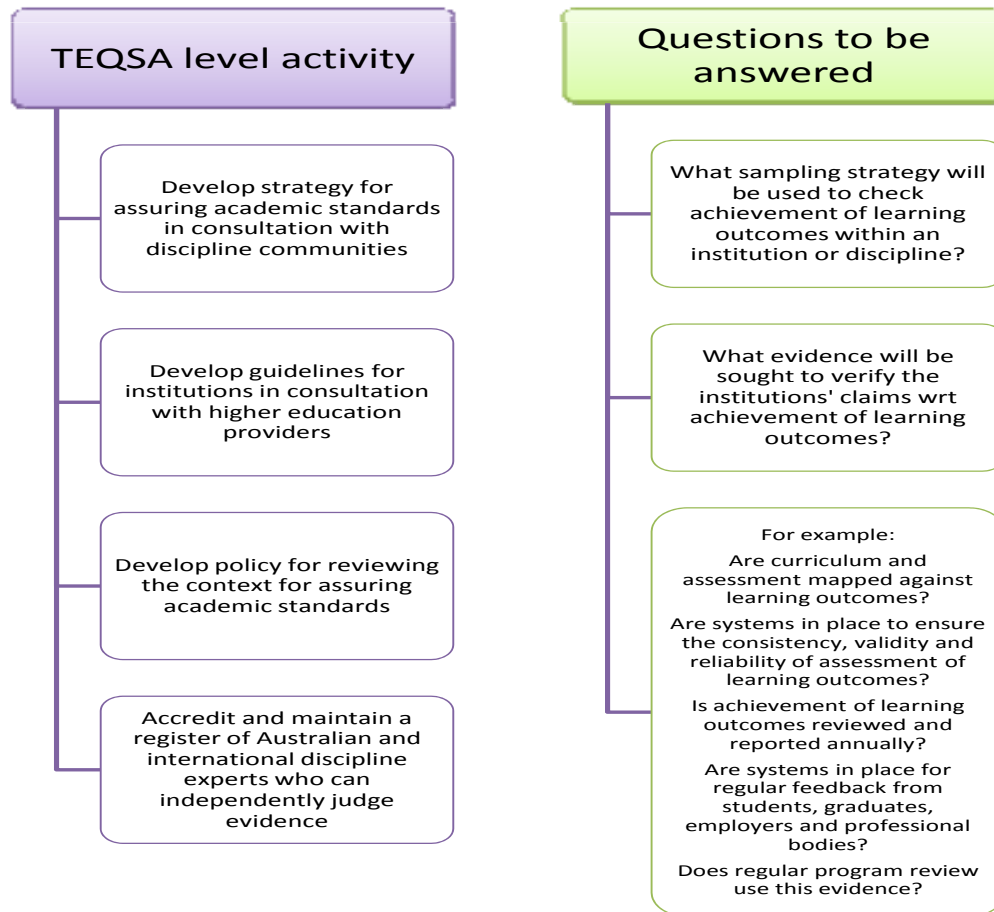
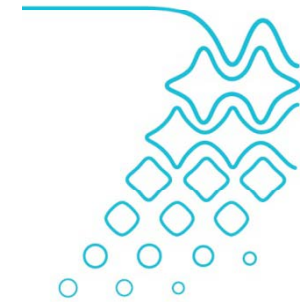
# 1. National Discipline Communities activity: L&T Academic Standards Project



## 2. Subsequent University level activity

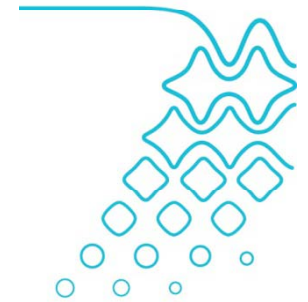


### 3. TEQSA level activity for assurance of Academic Standards

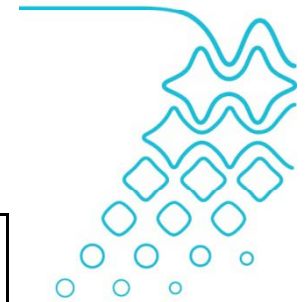


# Implementation plan

- Steering Group and Discipline Scholars appointed.
- Forum in February for senior representatives of discipline areas: a “working session in discipline groups”
- Forum produces a program of work for each discipline for developing learning outcomes
- Forum identifies expert reference groups for each discipline
- ALTC acts as convenor/facilitator for the six discipline-based projects.
- August to October 2010 consultation drafts
- December 2010 – Final report and evaluation

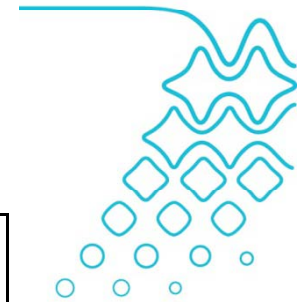


# Discipline Scholars



Arts, Social Sciences & Humanities	Professor Iain Hay	Flinders University
Business, Management & Economics	A/Professor Mark Freeman	University of Sydney
Creative & Performing Arts	Professor Jonathon Holmes	University of Tasmania
Engineering & Technology	Professor Ian Cameron A/Professor Roger Hadgraft	University of Queensland University of Melbourne

# Discipline Scholars



Health, Medicine & Veterinary Science	A/Professor Maree O'Keefe Professor Amanda Henderson	University of Adelaide Griffith University
Law	Professor Mark Israel Professor Sally Kift	University of WA Queensland University of Technology
Science (incl Maths)	To be appointed April 2010	
Architecture & Building	To be appointed April 2010	



Thank you

Level 14, 300 Elizabeth Street Sydney NSW 2000 Australia  
PO Box 2375 Strawberry Hills NSW 2012 Australia  
Telephone 02 8667 8500  
Facsimile 02 8667 8515  
[www.altc.edu.au](http://www.altc.edu.au)