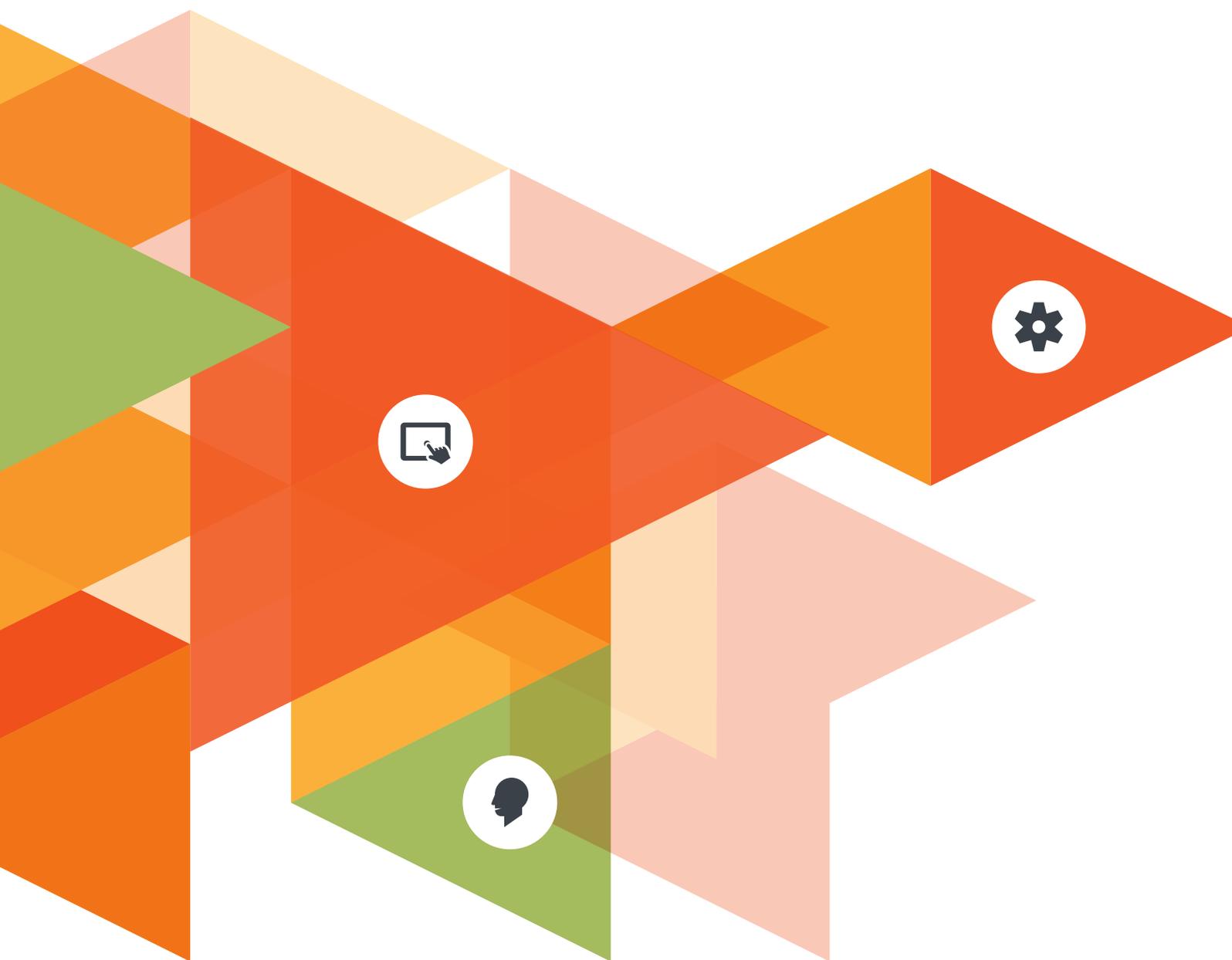


# LEADING COURSES

Answers for Deakin staff who offer students  
a brilliant education where they are  
and where they want to go

## CHAPTER 2: LEARNING AND TEACHING AT DEAKIN



First edition, June 2017





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## CHAPTER 2: LEARNING AND TEACHING AT DEAKIN

This chapter explains:

- who our learners are
- roles of course leaders
- Deakin's learning and teaching strategy
- external context for our courses.

Through the *LIVE the future* strategic agenda, Deakin offers committed and capable students a brilliant education where they are and where they want to go, to fulfil their personal and professional futures, particularly for the jobs and skills of the future. The experience includes rich, human interaction and streamlined processes at all our campuses, including the Cloud Campus, from prospective students' first enquiries to enrolled students engaged in learning, to successful graduates.

Deakin offers generalist and specialist courses in a wide range of discipline areas that are aligned to the University's goals and meet the requirements of external regulatory frameworks and professional bodies.

### DEAKIN'S STUDENTS

#### Who are our learners?

Deakin welcomes diverse learners including those returning to study and those moving from school or a previous degree. They have varying experiences of university study, may or may not have studied online before and are likely to be managing study along with work and family commitments. Information about our students and the University is published regularly on our [public website](#).

#### STUDENTS BY COURSE TYPE

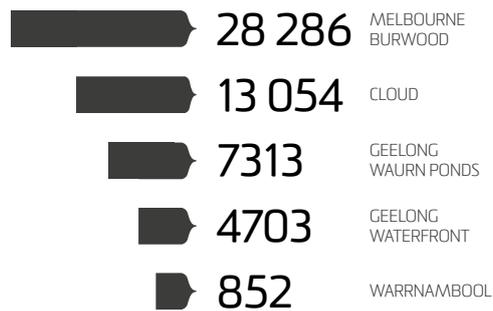


#### INTERNATIONAL STUDENTS

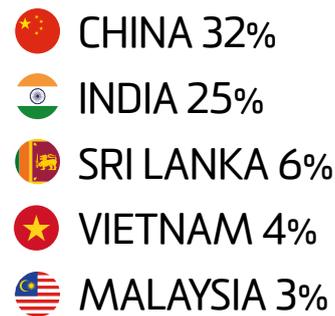
DEAKIN HOSTS STUDENTS FROM

121  
COUNTRIES

#### COURSE ENROLMENTS BY CAMPUS



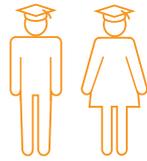
#### TOP COUNTRIES OF ORIGIN



Source: [Deakin at a Glance](#), March 2017.

Diverse student backgrounds are a strength in courses and units. Students can offer first-hand experiences that build authenticity, connect to different cultures and traditions and bring alternative viewpoints. Every student group is unique. Understanding who is in the course or unit and what background they bring can help you to design learning experiences, manage groups and build connections. Encourage students to tell you and their peers about themselves.

**FOR EVERY  
100 DOMESTIC  
STUDENTS,  
THERE ARE ...**



- 2** who are Aboriginal or Torres Strait Islanders
- 3** from a non-English speaking background
- 7** who have some level of disability
- 14** from low socio-economic areas
- 17** who were born overseas
- 22** from a regional or remote home location
- 61** females
- 78** who live in a major city

Source: 2016 Annual Report.

## COURSE LEADERS AND TEACHING TEAMS

Effective course leadership and high-functioning teams are critical to achieving our goal to offer students a brilliant education.

Course directors and unit chairs:

- use **evidence-based design** for courses so that our students can learn the skills, knowledge and capabilities that will help their future
- ensure **learner-centred delivery** so that all Deakin students have the best possible opportunity to learn
- **evaluate courses and units** to ensure continuous improvement and accountability to the University community
- **scan the horizon** for new opportunities and better ways of helping students to learn.

All Deakin teaching staff are expected to understand and use the principles and practice of good teaching in higher education. Academic staff are required to complete a formal qualification in university learning and teaching, usually the Graduate Certificate of Higher Education Learning and Teaching. All staff are encouraged to engage with new ideas in learning and teaching, particularly in digital education.

Course leadership requires more. Course and unit leaders also need to be aware of the context for learning and teaching, the rules that govern our courses and where they can get help. As a course leader, you need to build your team, set out a vision and plan for the course and component units, evaluate progress and work with school, faculty and university leaders to make the course successful. While completing what must be done, great course leaders think creatively about what could be done, to bring about innovative, evidence-based learning design. At the heart of your leadership at course level and unit level, is your need to initiate and maintain a collaborative culture between teams and between team members.

Review the top 10 you ways can contribute to course and unit leadership.

### **Course teams**

Course teams are assigned by the head of the academic unit (approved by faculty board) for each course or group of courses to coordinate their design, ongoing development and review. The [Course Design and Delivery Procedure](#) states that course teams comprise:

- at least four continuing or fixed-term (three years or more) academic staff members teaching components of the course, including representatives from each campus where the course is offered and at least one active researcher—the course leadership group
- other staff who support course design and delivery.

In practice, your course team includes everyone who is teaching or supporting the course. This includes unit chairs from within your school and from other schools when units are offered across disciplines. Other team members might include campus coordinators and other faculty course directors.

Different members of the team will work on specific aspects of the course. For example the school or faculty academic governance team will assist with course review and approval, while sessional staff will have insight into what is happening in classes. Your team will operate much more effectively if everyone shares a vision for the course and contributes to course review and development. Think through who is in the course team.

## DEAN OF STUDENTS

The Dean of Students provides a clear and accessible point of contact for all Deakin students on matters relating to the overall student experience. From the Portfolio of the Deputy Vice-Chancellor Education, the Dean works with senior leaders across the University to identify and improve areas of our operations that cause difficulties for students.

In 2017, the Dean's particular foci are improving student retention, developing a new policy framework for academic and research integrity, reviewing general misconduct and academic progress policy, and improving the eVALUate survey. You may be involved in some of these initiatives, or wish to suggest areas for improvement: contact the [Dean of Students](#).

## DEAKIN'S LEARNING AND TEACHING GOALS AND STRATEGIES

**What is our promise to our students and what strategies help us to deliver on that promise?**

### *Vision and promise in learning*

*LIVE the future* provides the strategic framework for achieving Deakin's vision and mission for its students, staff, alumni and partners to:

- offer a personalised experience with premium digital engagement, creating the power and opportunities to live in a connected and evolving world
- be Australia's premier university in driving the digital frontier—to enable globally connected education for the jobs of the future and research that makes a difference to the communities we serve.

The Deakin promise in learning is to **offer a brilliant education where students are and where they want to go**. We do this by:

- providing premium cloud and located learning
- delivering globally connected education
- welcoming, supporting and retaining committed and capable learners
- empowering learners for the jobs and skills of the future.

### *The Deakin Student Learning and Experience Plan*

The [Student Learning and Experience Plan 2016–2020](#) sets out the strategies that support the achievement of Deakin's promise in learning. The plan takes a learner-centred view of learning and teaching and the development of courses and units to ensure that our common goal is the best possible outcome for our students.

### ***The Deakin Student Learning and Experience Plan is based on six principles***

1. Students are our first priority and are at the centre of our thinking, planning and practice.
2. Our staff are our greatest asset, and we do everything we can to enable our staff to perform in high-functioning teams that provide a brilliant education and student experience. We reward and recognise high performance, encourage and facilitate professional development and manage performance that needs improvement.
3. We work horizontally across portfolios to ensure we operate as 'one Deakin'. Every project has an appropriately representative cross-unit steering group that includes student representation.
4. We are strategic in prioritising projects that help us provide a premium user experience for students and staff.
5. We integrate digital systems efficiently so that students and staff have streamlined and elegant user experiences.
6. From design to completion, projects are evidence-based.

The Plan has five core goals that are realised through projects that achieve continuous improvement alongside step-change and constructive disruption.

- **Goal 1—Choosing Deakin:** *Ensuring there is a clear and compelling narrative about choosing to commence and complete study and engage in the long term with Deakin*
- **Goal 2—Getting started:** *Helping all our students find their feet and progress through their course with confidence.*
- **Goal 3—Learning and achieving:** *Offering a brilliant education where students are and where they want to go.*
- **Goal 4—Feeling safe, supported and engaged:** *Delighting our students with engaging and inclusive experiences and a support environment tailored to student success.*
- **Goal 5—Being connected and employment-ready:** *Connecting our students to the working world, and keeping our graduates connected with us, with work and with each other.*

The Plan is the joint initiative of all Faculties and Divisions. The Deputy Vice-Chancellor Education supports the plan and monitors its delivery. Learning and teaching projects are updated annually in collaboration with Faculties and Divisions.

Other relevant plans are:

| <b>Plan</b>                        | <b>Including strategies to:</b>  |
|------------------------------------|--|
| <b>Globalisation Plan</b>          | Expand international teaching collaboration; increase formal international articulation agreements; develop models for globally connected education; enhance international learning mobility; standardise process for internationalisation of the curriculum |
| <b>Research Plan</b>               | Ensure that Deakin's higher degree research program is of the highest quality, producing career-prepared and competitive graduates   |
| <b>Community Relations Plan</b>    | Engage with community, industry and business partners to generate mutually beneficial outcomes, including work-integrated learning and student placements  |
| <b>Capital Infrastructure Plan</b> | Develop, upgrade and repurpose campus learning spaces aligned to the teaching and learning strategy; drive delivery of new generation informal learning spaces   |
| <b>Digital Portfolio Plan</b>      | Support teaching and learning by: establishing digital platforms such as analytics and augmented / virtual / blended reality; build digital literacy of staff and students   |



#### **Want to know more?**

Review [Deakin's Guiding and Resource Plans](#).

## THE DEAKIN CURRICULUM FRAMEWORK

What are the expected outcomes for our graduates and how are our courses designed to support their achievement?

### *Deakin Graduate Learning Outcomes*

Deakin has [eight graduate learning outcomes](#) which are delivered by all Deakin courses.

1. **Discipline-specific knowledge and capabilities:** appropriate to the level of study related to a discipline or profession
2. **Communication:** using oral, written and interpersonal communication to inform, motivate and effect change
3. **Digital Literacy:** using technologies to find, use and disseminate information
4. **Critical thinking:** evaluating information using critical and analytical thinking and judgement
5. **Problem-solving:** creating solutions to authentic (real world and ill-defined) problems
6. **Self-management:** working and learning independently, and taking responsibility for personal actions
7. **Teamwork:** working and learning with others from different disciplines and backgrounds
8. **Global citizenship:** engaging ethically and productively in the professional context and with diverse communities and cultures in a global context

The Deakin Graduate Learning Outcomes are based on Deakin's mission and industry expectations and expectations of Australian graduates. They align well to published disciplinary learning outcomes.

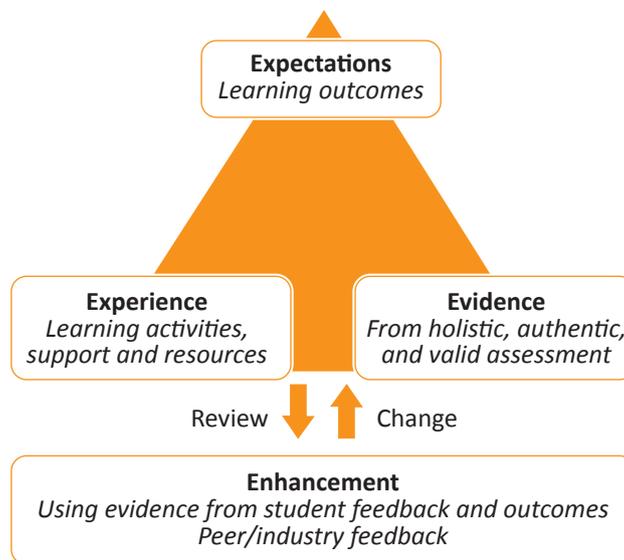
Each discipline/course must translate the Deakin Graduate Learning Outcomes into tangible learning and assessment appropriate to that field. Problem-solving in physics is not the same as problem-solving in education, but it shares similar sophistication and agility. Course learning outcomes are the disciplinary expression of the Deakin Learning Outcomes and must be directly linked to student assessment tasks (see Chapter 3).

## Aligning expectations, evidence, experience and enhancement

Deakin's promise to educate learners for the jobs and skills of the future is achieved through the development of courses that align expectations, evidence, experience and enhancement in accordance with the [Deakin Curriculum Framework](#).

Deakin Policies and Procedures for learning and teaching embed the Deakin Curriculum Framework into our courses and units, primarily through:

- [Course Design and Delivery Procedure](#)
- [Assessment \(Higher Education Courses\) Procedure](#)
- [Deakin Graduate Learning Outcomes](#)



### The Deakin Curriculum Framework

Self-evaluation and continuous improvement are driven by course leaders who understand their discipline, can interpret the evidence and work with their teaching team to create positive change. Course review and renewal are explored in more depth in later chapters.

#### Implementing the Deakin Curriculum Framework

| Framework elements  | How is this achieved?   | How do we know?  |
|---|---|--|
| <p><b>Expectations</b><br/>Outcomes and standards are clearly articulated and relevant to graduate destinations and are aligned with the Australian Qualifications Framework (AQF) and relevant professional standards.</p> | <ul style="list-style-type: none"> <li>• Learning outcomes are <b>set</b> for all courses and units</li> <li>• Learning outcomes are <b>aligned</b> between Deakin Graduate Learning Outcomes, course learning outcomes, unit learning outcomes</li> <li>• Course learning outcomes are aligned to <b>external standards</b> (accreditation, discipline benchmarks, AQF)</li> <li>• Learning outcomes are <b>relevant</b> to associated industry</li> <li>• <b>Standards</b> of achievement for learning outcomes are clear, measurable and aligned to external expectations (accreditation, discipline benchmarks, AQF)</li> </ul> | <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• Course and unit review</li> <li>• Course revision and approval</li> <li>• Course/industry advisory boards</li> <li>• Benchmarking</li> </ul> <p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>• Course and unit learning outcomes</li> <li>• Alignment of learning outcomes (see Course Design, Chapter 3)</li> <li>• Standards of achievement for learning outcomes</li> </ul> |

## Implementing the Deakin Curriculum Framework

| Framework elements  | How is this achieved?  | How do we know?  |
|---|--|--|
| <p><b>Evidence</b><br/>Assessment and feedback are carefully designed authentic opportunities to enable students to demonstrate, improve and evidence achievement of outcomes.</p>  | <ul style="list-style-type: none"> <li>Assessment demonstrates students' learning outcomes and standards of achievement</li> <li>Assessment tasks have clear <b>rubrics</b> directly related to standards for achievement</li> <li>Assessment reflects <b>future work and industry</b> expectations</li> <li><b>feedback to students about assessment</b> is a key component of effective learning</li> <li>Feedback is <b>timely, formative</b> and builds <b>independent judgement</b></li> </ul>  | <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Assessment panels</li> <li>Moderation of assessment</li> <li>Feedback to students</li> </ul> <p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>Assessment rubrics</li> <li>Assessment tasks</li> <li>Student results</li> </ul>  |
| <p><b>Experience</b><br/>Inspiring educators offer personal, interactive and inclusive learning experiences and resources on campus, in the cloud and wherever learning occurs.</p> | <ul style="list-style-type: none"> <li>Teaching delivery is designed to ensure <b>personally relevant, interactive and inclusive</b> learning experiences for all students</li> <li>Teaching delivery provides all students the <b>equivalent opportunity</b> to learn</li> <li>Teachers, including sessional staff, are <b>supported</b> to create the best possible learning environment for students</li> <li>Teaching caters for a <b>range of learning approaches</b>, supports a <b>diverse student cohort</b> and achieves <b>accessibility standards</b></li> <li><b>Academic and peer support</b> is available to assist students needing help</li> </ul> | <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Monitoring during delivery by all teaching staff</li> <li>Annual and major course review and trimester unit review</li> <li>Quality assurance of digital learning resources</li> </ul> <p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>Course and unit learning design</li> <li>Unit sites and learning resources</li> </ul> |
| <p><b>Enhancement</b><br/>Emphasis is on systematic and systemic evidence-based enhancement of courses.</p>   | <ul style="list-style-type: none"> <li>Course and unit performance is <b>regularly evaluated</b> using evidence from student performance (results and progression), student behaviour (engagement, attrition), student perceptions (eVALUate and other student surveys) and teaching team experience</li> <li>Course performance is regularly evaluated against <b>external benchmarks</b></li> <li><b>Revision and renewal</b> is based on collected evidence and context of unit performance and informed by the teaching and learning literature</li> </ul>   | <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Annualised major course review and trimester unit review</li> <li>Course development planning</li> <li>Trial and evaluation of new approaches</li> </ul> <p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>Course development plan</li> <li>Course revision and approval</li> </ul>  |



### Want to know more?

Check the [Assuring Graduate Capabilities](#) website for a wealth of resources relating to education for employability.

## EXTERNAL REGULATORY REQUIREMENTS

### What external standards and reference points must I adhere to?

Universities operate in a highly regulated environment governed by state and federal governments. Universities are self-accrediting, which means they are permitted to accredit their own courses instead of having them externally assessed. Self-accreditation is maintained providing the university can prove that its governance and quality assurance processes and outcomes are rigorous and meet accepted Australian standards.

#### *Tertiary Education Quality and Standard Agency*

The Australian higher education sector is regulated by the [Tertiary Education Quality and Standards Agency \(TEQSA\)](#), which maintains a [national register](#) of providers who are able to offer higher education courses in Australia and overseas. As a university, Deakin is authorised to accredit its own courses but is expected to implement rigorous governance and quality assurance processes to ensure that its offerings are at an appropriate standard. **Deakin is due for renewal of its registration on the national register on 30 June 2018.**

TEQSA also maintains the [Commonwealth Register of Institutions and Courses for Overseas Students \(CRICOS\)](#). To become registered to deliver courses to overseas students a provider must apply for CRICOS registration and have the courses and locations at which it wishes to deliver to overseas students registered. Courses can only be offered to overseas students who have an Australian student visa. **Deakin is due for renewal of its registration on CRICOS in June 2019.**

#### *Higher Education Standards Framework*

TEQSA regulates the higher education sector with reference to the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) that came into effect on 1 January 2017.

The framework includes Standards for Higher Education that are the minimum acceptable requirements for providing higher education. The Standards are organised according to seven domains and have a strong focus on the student experience and outcomes.

| Domain  | Scope  |
|---|--|
| 1 <b>Student Participation and Attainment</b>                   | Education experiences from admission to attainment of a qualification, including orientation, progression, learning outcomes and assessment  |
| 2 <b>Learning Environment</b>                                   | Nature and quality of the learning environment, including facilities and infrastructure, equity and diversity, student well-being and complaints                                   |
| 3 <b>Teaching</b>   | Course design, knowledge and skills of teaching staff, learning resources and educational support  |
| 4 <b>Research and Research Training</b>                         | Conduct of research activities, recording of research outputs, support for research students   |
| 5 <b>Institutional Quality Assurance</b>                        | Mechanisms for assuring quality, including course approval, academic and research integrity, review and improvement processes, third party arrangements                            |
| 6 <b>Governance and Accountability</b>                          | Corporate governance, corporate monitoring and accountability, academic governance   |
| 7 <b>Representation, Information and Information Management</b> | Representations to prospective students and others, provision of information to prospective and enrolled students to enable informed participation, information management systems |

Providers are expected to comply with the Standards on an ongoing basis, and compliance is evaluated by TEQSA before registration on the National Register is renewed.

## **Australian Qualifications Framework (AQF)**

The AQF is a national policy document that includes specifications for regulated qualifications in Australia. The Standards for Higher Education include the requirement that the learning outcomes for all higher education awards at AQF Levels 5-10 must be consistent with the level classification in the AQF. To assess whether the expected learning outcomes for a course meet the AQF level, TEQSA compares the expected course learning outcomes with the specified learning outcomes for the relevant AQF level and assesses whether the course design supports achievement of the course's learning outcomes as a whole.

The [AQF Qualifications Issuance Policy](#) also requires that award titles 'unambiguously identify each qualification type, level and field of study/discipline'.

The impact of AQF requirements on course design is discussed in Chapter 3.

## **Education Services for Overseas Students (ESOS) Act**

The [ESOS Act](#) and associated legislation form the legal framework for providing education services to students from overseas. The framework includes the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code) that governs the protection of international students studying in Australia. To become CRICOS registered, a provider must demonstrate that it complies with the requirements of the National Code.

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**National Code requirements include 15 standards which operationalise the key elements of the ESOS Act. Some of the requirements are listed below.**

---

|  |  |
|--|--|
| <b>Marketing</b>                           | Marketing of education services must be professional, accurate and maintain the integrity and reputation of the industry.  |
| <b>Student engagement before enrolment</b> | Students must be provided with information that enables them to make informed decisions about studying with the provider.<br><br>Providers must ensure students' qualifications, experience and English language proficiency are appropriate.  |
| <b>Written agreements</b>                  | Written agreements between the university and students must set out the services provided, fees payable and information about refunds.   |
| <b>Younger students</b>                    | Arrangements must be made to protect safety and well-being of students under 18 who are not cared for by a parent or suitable relative.  |
| <b>Completion within expected duration</b> | Student workloads must be monitored to ensure that they complete their course by the expected time.  |
| <b>Online study</b>                        | International students studying in Australia can only do 25% of their total course by online (cloud) study.  |
| <b>Attendance requirements</b>             | Students must be notified of requirements for attendance where they are recorded and where attendance forms part of assessment and hurdle requirements.  |
| <b>Course credit</b>                       | Where credit reduces the length of a course, this must be indicated in the confirmation of enrolment (where before visa grant) or reported to TEQSA (where after visa grant). The student must be offered credit in writing and a provider is required to receive and record written evidence of the student's acceptance of credit. |

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In many ways there is alignment between National Code standards and requirements and the Standards for Higher Education. However, some elements of the National Code are more onerous.

Deakin enters into a formal agreement with each international student. Should any element of the agreement not be delivered by Deakin, provider default occurs. The agreement includes items such as: course title, campus location, duration, commencement date, indicative fees, credit offer (possibly), major or specialisation choice (possibly), course delivery arrangements (possibly).



### Want to know more?

Check the full text of the:

- [Higher Education Standards Framework](#)
- [ESOS National Code standards](#)
- [Australian Qualifications Framework \(AQF\)](#)

## DISCIPLINE REQUIREMENTS AND FRAMEWORKS

### What other external standards should I be aware of?

All Deakin courses must meet the minimum acceptable standards for the provision of higher education specified in the Standards for Higher Education. Many Deakin courses also meet discipline or industry accreditation standards. Industry standards are crucial where graduates are required to meet the standards to become accredited practitioners.

National and international standards are also markers of quality. Some Deakin courses seek and maintain voluntary standards that give the course an external marker of high quality. This increases our reputation and the confidence we inspire in students and external partners.

### *Professional accreditation*

Disciplines work with schools and faculties to decide what professional accreditation is appropriate to their course. Maintaining professional accreditation is often time-consuming and can restrict course design and delivery. Course leaders for professionally accredited courses need to maintain close and positive relationships with their relevant accrediting agency.

Deakin recognises the importance and value of professional accreditation and seeks to align its requirements for review, renewal and quality assurance with relevant agencies wherever possible. However, the University must maintain its own quality assurance and standards.

Faculties lead and manage relationships with accrediting agencies and may have specific processes and resources to support accreditation. Some courses manage accreditation with multiple agencies—which can be quite complex!

The Faculty of Business and Law pursues **internationally recognised business accreditations** to enhance its reputation and demonstrate the quality of its courses, research and management systems. The current portfolio of accreditations includes institutional accreditation of the Deakin Business School by [AACSB International](#) (the Association to Advance Collegiate Schools of Business) and [Educational Planning and Assessment System \(EPAS\)](#), accreditation for two of the Faculty's major courses, the B Commerce and Deakin MBA. EPAS accreditation is targeted at specific programs and is conferred by EFMD (the European Foundation for Management Development). In addition to these, many faculty courses are certified with specific accreditations administered through national and international professional bodies such as the Association of Chartered Certified Accountants (ACCA), Certified Practising Accountants (CPA) Australia and Financial Planning Association (FPA).

### ***Discipline Threshold Learning Outcomes (TLOs)***

Some discipline groups have developed academic standards (TLOs) for bachelor courses as part of a project funded by the Australian Government (2010-2011). TLOs are expressed as the minimum learning outcomes in terms of discipline knowledge and skills, including generic skills as applied in the discipline, and capabilities that a graduate of any given discipline must have achieved.

TLO statements are learning outcomes statements more than statements of achievement standards. They are useful for learning design and can create a shared understanding for external peer benchmarking. Because they have been derived from nationally inclusive projects, they are recognised as appropriate references for benchmarking by the Higher Education Standards. TLO statements are particularly useful for disciplines that do not have industry or accreditation standards, or for generalist degrees which cover a broad range of sub-disciplines. For example, the Science TLO statement for the B Science was a consensus across diverse sub-disciplines of science and mathematical sciences.

International standards statements for specific disciplines, where available, are also useful reference points.

