LEADING COURSES

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

Second edition, March 2019
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FOREWORD

Dear colleagues,

I am delighted to present the second edition of Leading Courses, our guide for leading units and courses at Deakin.

Deakin University promises its students that it will offer ‘a brilliant education where you are and where you want to go’. We place the student experience at the center of learning and teaching to ensure that our students have the best possible opportunities to succeed.

A brilliant education is built from a complex mix of people (students, teachers and those supporting them), the learning environment (physical, digital and organizational) and the curriculum (intended outcomes, learning activities and assessment). It is built intentionally to guide and assist learners to achieve their goals and the standards set for their study programs.

To achieve this we work together as ‘one Deakin’ as shown by our Student Learning and Experience Plan. Learning and teaching is a team activity which needs insightful leadership. Formally named leaders, such as unit chairs, course directors and Faculty and University leaders, work collaboratively with informal leaders who lead and guide colleagues as critical friends and technical and discipline experts. Our teaching and learning leaders include ongoing staff, sessional staff, industry partners and students. They each bring a wide range of experience and expertise to the very human challenges of learning.

Leading Courses draws together key ideas in learning and teaching, advice for formal and informal leaders and key information on the operation of the learning and teaching at Deakin University. It links out to more detailed resources and the experts that can help with specific issues. It is designed to be an accessible starting point rather than an encyclopedia – a book of answers.

I congratulate everyone who has collaborated to produce this second edition. Thank you all for your feedback on the first edition and I encourage you to send us further feedback and suggestions for improvement.

I hope you will find this second edition a useful support to the crucial task of leading courses.

Best wishes,

Professor Elizabeth Johnson
Deputy Vice-chancellor Education
CHAPTER 1: BEING A GREAT COURSE LEADER

This chapter explains:
• strategies for all those leading
• the structure of this guide
• who to call on for assistance.

Leading courses requires great teams who work together and share expertise and responsibility.

Top 10 ways you can contribute to course leadership

1. Get to know the course team.¹
2. Build your interpersonal capabilities. Those valued most highly by course team members include honesty, empathy, and being able to work productively with others with varying expertise.
3. Know the course—successful curriculum leaders are responsible for tracking the way the curriculum fits together from the entry point through to graduation.
4. Know the overarching goals for the course. What are we seeking to achieve? What will students know and be able to do when they complete the course?
5. Document the course design and the curriculum map. Make sure these belong to the whole team.
6. Regularly review the course with the course team using evidence from student achievement (progression, retention, success), student and staff feedback (eVALUate and other surveys) and demand (enrolments, Australian Tertiary Admissions Rank (ATAR) and other marketing intelligence).
7. Know the Deakin policies relating to course design, delivery and review.
8. Get involved in teaching and learning innovations in your discipline at Deakin and elsewhere.
9. Network across school, faculty and campus boundaries to build connections.
10. Seek mentoring support when possible and look for opportunities to document evidence of your leadership and team contribution.

Top 10 ways you can contribute to unit leadership

1. Build a teaching team where members feel valued and included in teaching plans and curriculum development.
2. Focus on the quality of the students’ learning experience and their active engagement when designing activities and assessments.
3. Build a network of contributors to the teaching team: campus coordinators, student support services, technology-enabling support.
4. Learn from and with course leaders and other unit teams.
5. Maintain your enthusiasm—students and colleagues will be influenced strongly by your example.
6. Know the policies relating to unit design and delivery.
7. Use student feedback to constantly improve and adapt to students’ needs.
8. Mentor and support sessional colleagues, building their teaching skills and inviting their contribution.
9. Build your scholarly knowledge about teaching in your discipline.
10. Investigate core principles of higher education practice that foster active and collaborative learning.

¹ Krause et al., 2012. See next page for all references.
Learn more


HOW THIS GUIDE CAN HELP

This guide is addressed to course and unit teams and their leaders, school and faculty teaching and learning leaders and the central divisions that support them. It links to:

1. Deakin’s strategic and guiding plans
2. Deakin’s policies and procedures
3. resources for learning and teaching provided by our faculties and divisions
4. external resources that can help with design, delivery, evaluation and governance of courses and learning and teaching.

In this guide, references to ‘school’ include ‘department.’

The guide includes:

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**NEED MORE HELP?**
Contact the following teams for specific assistance.

**Faculty teaching and learning teams**
Faculty teams provide local support and work closely with unit and course teaching teams
- Faculty of Arts and Education Teaching and Learning Hub
- Faculty of Business and Law Learning Innovations
- Faculty of Health
  - HILTN Health Innovative Learning and Teaching Network
  - Health Educational Development Unit
- SEBE Learning and Student Experience

**Inclusive curriculum and capacity building**
The Inclusive Curriculum and Capacity Building website offers comprehensive resources to assist academics to teach inclusively for all students at Deakin. These offer guides, Inclusive Education resources, strategies and examples to ensure curriculum design, materials and delivery are accessible and user friendly such that no student is disadvantaged.

The Inclusive Curriculum and Capacity building website presents comprehensive resources about inclusive teaching and learning practice for academics and teaching teams. The ICCB site includes inclusive teaching tips, how to create accessible content and links to teaching support services.
**Library**
The library provides direct support for teaching teams through its Faculty Liaison Librarians and online resources to help with:
- reading lists
- copyright and licensing
- digital literacy.

You can find all these resources and more on the Library’s Teach page.

**Academic and peer support**
The DSL Academic and Peer Support team offer programs to assist students with their studies but also work directly with teaching teams to improve student outcomes and embed academic writing development. For more information and examples of recent projects see https://blogs.deakin.edu.au/academic-and-peer-support/about/.

**IT Help Desk**
The IT Help Desk is open to staff and students from 8am-8pm weekdays and 11am-5pm on weekends. The online IT Help Desk site lists FAQs, known service interruptions and emergency and crisis information.

Contact the Help Desk for immediate assistance by:
Phone—internal phones 888; external 1800 463 888; international +61 3 5227 8888
Online—Help in DeakinSync.

Need more printed copies of this guide?
Have feedback or suggestions for the next edition?
Please email: leadingcourses@deakin.edu.au
Staff Support Map
For Unit Chairs, Sessionals & Course Directors

Teaching & Learning Support

I want to:
- create a CloudDeakin site for my unit scheduled for the next trimester.
- construct, manage and mark on rubrics within CloudDeakin.
- understand the full range of technologies available to me at Deakin.
- receive training in one or more the technologies used at Deakin.

Support teams:
ArtEd: artsed-digital-learning@deakin.edu.au
B&L: bl-learninginnovations@deakin.edu.au
Health: hedu@deakin.edu.au
SEBE: sebe-clouddeakinsupport@deakin.edu.au

DLF Pods:
dlf-artsedpod@deakin.edu.au
dlf-healthpod@deakin.edu.au
dlf-sebepod@deakin.edu.au

Bus-Law: Learning Innovations

Academic and Peer Support
Division of Student Life
Student support
Deakin University English Language Institute
Deakin Talent

I want to:
- enhance assessment task design for my unit.
- create a useful set of resources on teamwork for my students.
- learn more about discipline specific learning and teaching strategies.
- inform my practice with scholarship of teaching and learning.
- get support with my Major Course Review and address issues raised in the eVALuate survey.

DLF Posts:
dlf-artsedpod@deakin.edu.au
dlf-healthpod@deakin.edu.au
dlf-sebepod@deakin.edu.au
Bus-Law: Learning Innovations

I want to:
- support my students with developing their academic writing skills.
- provide further assistance with their math skills essential to their degree.

Academic and Peer Support
Division of Student Life
Student support
Deakin University English Language Institute
Deakin Talent

I want to:
- send prospective students to talk to someone about the course, application process and help.
- help my students who want to change their enrollment.
- refer my students to counselling and medical support.
- support my students to connect with various communities at Deakin (relating to faith, disability, international student community).
- support my students to develop employability skills.

Division of Student Life
Student support
Deakin University English Language Institute
Deakin Talent

I want to:
- learn more about the latest work other teachers are doing in digital learning and teaching at Deakin.
- be part of a community where L&T ideas and resources are shared across faculties.
- introduce active learning into my unit.
- learn more about vTEL awards, HFA fellowships and professional development opportunities.
- understand more about the purpose of the eVALuate survey and how to incorporate student feedback in improving my unit.

Inclusive Curriculum & Capacity Building

I want to:
- learn more about practical approaches to inclusive pedagogies.
- embed Indigenous Knowledge into my curriculum.
- get quick tips on making my digital learning materials as accessible as possible.

Inclusive Curriculum & Capacity Building

eSolutions

I want to:
- know where to direct my students who have complaints about teaching and/or University life.

Inclusive Curriculum & Capacity Building

I want to:
- participate in seminar discussions about the latest research on assessment and digital learning.

Inclusive Curriculum & Capacity Building

I want to:
- make a Talis reading list for my unit.
- create a library guide on disciplinary specific resources.
- get advice on copyright for my unit resources.

Inclusive Curriculum & Capacity Building

I want to:
- write and publish my new unit guide.
- update and publish course handbook.

Inclusive Curriculum & Capacity Building

Course governance and administrative processes
Get support in compiling the Annual Course Review documentation /Major Course Review.

Inclusive Curriculum & Capacity Building

I want to:
- check who is enrolled in my unit.
- publish final grades for my unit.

Inclusive Curriculum & Capacity Building

Can’t find what you’re looking for?
Let us know and we’ll update our links!
dteach.deakin.edu.au/contact-us

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
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.


To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
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 more information on inclusive practice see the Inclusive Teaching Toolkit.

![Inclusive Teaching Toolkit](image)

**Source: 2017 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 (see Chapter 1).
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 their sessional staff team members, 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.

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 2018, the Dean’s particular foci are improving student retention, implementing 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.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dt教 deakin.edu.au.
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.

Priorities for 2019 for each of the goals are:

- enhancing the conversion rate at all stages of the application process, from first enquiry to first enrolment)
- creating a OneDeakin getting started experience through the development of seamless processes and unified systems
- using evidence and active learning approaches to enhance the student learning experience through better assessment and feedback
- consolidate and connect all support services through the Student Service Network and enhanced 24-hour services across all campuses
- continuing to build on success in graduate employability through dedicated services and curricular expediences.

Other relevant plans are:

<table>
<thead>
<tr>
<th>Plan</th>
<th>Including strategies to:</th>
</tr>
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<tbody>
<tr>
<td>Globalisation Plan</td>
<td>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</td>
</tr>
<tr>
<td>Research Plan</td>
<td>Ensure that Deakin’s higher degree research program is of the highest quality, producing career-prepared and competitive graduates</td>
</tr>
<tr>
<td>Community Engagement Plan</td>
<td>Engage with community, industry and business partners to generate mutually beneficial outcomes, including work-integrated learning and student placements</td>
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<tr>
<td>Capital Infrastructure Plan</td>
<td>Develop, upgrade and repurpose campus learning spaces aligned to the teaching and learning strategy; drive delivery of new generation informal learning spaces</td>
</tr>
<tr>
<td>Digital Annual Plan</td>
<td>Support teaching and learning by: establishing digital platforms such as analytics and augmented/virtual/blended reality; build digital literacy of staff and students</td>
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</table>
Want to know more?
Review Deakin’s Guiding and Enabling 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 Graduate Learning Outcomes and must be directly linked to student assessment tasks (see Chapter 3).

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
**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**

<table>
<thead>
<tr>
<th>Framework elements</th>
<th>How is this achieved?</th>
<th>How do we know?</th>
</tr>
</thead>
</table>
| **Expectations**   | • Learning outcomes are set for all courses and units  
• Learning outcomes are aligned between Deakin Graduate Learning Outcomes, course learning outcomes, unit learning outcomes  
• Course learning outcomes are aligned to external standards (accreditation, discipline benchmarks, AQF)  
• Learning outcomes are relevant to associated industry  
• Standards of achievement for learning outcomes are clear, measurable and aligned to external expectations (accreditation, discipline benchmarks, AQF) | |
| **Processes**      | • Course and unit review  
• Course revision and approval  
• Course/industry advisory boards  
• Benchmarking | |
| **Outputs**        | • Course and unit learning outcomes  
• Alignment of learning outcomes (see Course Design, Chapter 3)  
• Standards of achievement for learning outcomes | |
## Implementing the Deakin Curriculum Framework

<table>
<thead>
<tr>
<th>Framework elements</th>
<th>How is this achieved?</th>
<th>How do we know?</th>
</tr>
</thead>
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<td><strong>Evidence</strong></td>
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<tr>
<td>Assessment and feedback are carefully designed authentic opportunities to enable students to demonstrate, improve and evidence achievement of outcomes.</td>
<td>- Assessed demonstrates students’ learning outcomes and standards of achievement</td>
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<td></td>
<td>- Assessment tasks have clear rubrics directly related to standards for achievement</td>
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<td></td>
<td>- Assessment reflects future work and industry expectations</td>
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<td></td>
<td>- Feedback to students about assessment is a key component of effective learning</td>
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<td></td>
<td>- Feedback is timely, formative and builds independent judgement</td>
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<tr>
<td><strong>Processes</strong></td>
<td>- Assessment panels</td>
<td></td>
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<td></td>
<td>- Moderation of assessment</td>
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<tr>
<td></td>
<td>- Feedback to students</td>
<td></td>
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<tr>
<td><strong>Outputs</strong></td>
<td>- Assessment rubrics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assessment tasks</td>
<td></td>
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<td></td>
<td>- Student results</td>
<td></td>
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<tr>
<td><strong>Experience</strong></td>
<td>- Teaching delivery is designed to ensure personally relevant, interactive and inclusive learning experiences for all students</td>
<td></td>
</tr>
<tr>
<td>Inspiring educators offer personal, interactive and inclusive learning experiences and resources on campus, in the cloud and wherever learning occurs.</td>
<td>- Teaching delivery provides all students the equivalent opportunity to learn</td>
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<tr>
<td></td>
<td>- Teachers, including sessional staff, are supported to create the best possible learning environment for students</td>
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<td>- Teaching caters for a range of learning approaches, supports a diverse student cohort and achieves accessibility standards</td>
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<td></td>
<td>- Academic and peer support is available to assist students needing help</td>
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</tr>
<tr>
<td><strong>Processes</strong></td>
<td>- Monitoring during delivery by all teaching staff</td>
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<td></td>
<td>- Annual and major course review and unit quality review</td>
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<td></td>
<td>- Quality assurance of digital learning resources</td>
<td></td>
</tr>
<tr>
<td><strong>Outputs</strong></td>
<td>- Course and unit learning design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Unit sites and learning resources</td>
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</tbody>
</table>

## Enhancement

Emphasis is on systematic and systemic evidence-based enhancement of courses.

- Course and unit performance is regularly evaluated using evidence from student performance (results and progression), student behaviour (engagement, attrition), student perceptions (eVALUate and other student surveys) and teaching team experience
- Course performance is regularly evaluated against external benchmarks
- Revision and renewal is based on collected evidence and context of unit performance and informed by the teaching and learning literature

### Processes
- Annualised major course review and unit quality review
- Course development planning
- Trial and evaluation of new approaches

### Outputs
- Course development plan
- Course revision and approval

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**Want to know more?**
Check the Assuring Graduate Capabilities website for a wealth of resources relating to education for employability.

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To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
THE DEAKIN PRINCIPLES FOR PREMIUM LEARNING AND TEACHING

The Principles for Premium Learning and Teaching have been developed to guide the future development of teaching and learning activities at Deakin University including large-scale course enhancement and iterative improvement of units and courses. They will be embedded within the Deakin Curriculum Framework (Higher Education Courses Policy) to set direction and extend teaching beyond minimum standards.

The Principles for Premium Learning and Teaching were developed through review of national and international good practice in learning design, and application of premium design principles in course enhancement, cloud learning and Degrees at FutureLearn. The Principles align to the requirements of the Higher Education Standards Framework. They have a particular focus on cloud learning which is a feature of Deakin’s course provision.

PRINCIPLES FOR PREMIUM LEARNING AND TEACHING

All learning at Deakin is active and collaborative: learners use active investigation to develop skills and knowledge and explore application in authentic professional contexts. Learning enhances student autonomy, develops evaluative judgement and fosters lifelong learning.

Learning is designed across units and courses to build towards achievement of graduate learning outcomes. Learning activities, assessment and outcomes are aligned to create a consistent and integrated learning pathway that fosters deep learner engagement.

Learning is inclusive: learning experiences and environments are designed to accommodate student diversity, and create equivalent opportunities for academic success for all learners in rich online (cloud-first) and located learning activities and spaces.

Learning is scaffolded in a clear narrative sequence that communicates the relationship between activities, tasks and learning outcomes.

Learning is activity-focused: there are clear calls to action and a mix of learning activities that lead to defined, summative assessment tasks.

Learning is social: students are welcomed into a respectful, vibrant learning community with multiple opportunities for dialogue and interaction with teaching staff and fellow learners.

Learning is feedback-focused: activities and assessments provide multiple opportunities for formative feedback from both staff and peers.

Learning is supported by student services which enable participation and success, academic support services to develop underpinning knowledge and skills, and high production-value learning resources.

Learning progress is tracked through data on learning behaviours and achievement and acted upon to maximize student success and improve curriculum design.

Learning design at Deakin is a collaborative multidisciplinary activity that engages a range of discipline based academics, education specialists and support staff that match content expertise with expertise in learning design, delivery, support and resource production.
The Principles are accompanied by Guidelines for Application that provide practical advice to teaching teams. The Guidelines extend beyond the Minimum standards for Unit Sites and Course Sites (Course Design and Delivery Procedure) to set the direction for continuous uplift of the minimum standards.

### Application of Principles to curriculum design and delivery

<table>
<thead>
<tr>
<th>Principle</th>
<th>Elements</th>
<th>Application</th>
</tr>
</thead>
</table>
| All learning at Deakin is active and collaborative: learners use active investigation to develop skills and knowledge and explore application in authentic professional contexts. Learning enhances student autonomy, develops evaluative judgement and fosters lifelong learning. | Course/Unit Learning design   | Active learning design for a course or unit requires learners to be active contributors to their own and others’ learning. It includes iterative development of:  
• independent and collective investigation of concepts, models and applications that fosters curiosity and creative problem-solving  
• evaluative judgement by each learner of their own work and that of peers and others  
• professional identity through links with authentic professional application  
• capacity to work collectively with partners, structured or unstructured teams in formal classes (synchronously) and over time (a synchronously) |
| Learning is designed across units and courses to build towards achievement of graduate learning outcomes. Learning activities, assessment and outcomes are aligned to create a consistent and integrated learning pathway that fosters deep learner engagement. | Constructive alignment        | Intentional learning design aligns learning activities and assessment with learning outcomes to create consistent messages to students that reinforce the relevance and value of learning activities. Learning design is:  
• mapped to the Deakin Graduate Learning Outcomes and employability of graduates  
• linked across activities within a unit and across units contributing to a course so that students can see the relevance of learning activities and assessment |
| Learning outcomes                                                        |                               | Learning outcomes explain the intention of the unit or course to learners, teachers and professional staff. Learning outcomes:  
• state what the learner will know and be able to do on successful completion, and the required level of achievement as a standard for assessment  
• are constructed for all units and courses and aligned to Deakin Graduate Learning Outcomes  
• are written clearly for a diverse audience and are meaningful to all students. |
| Curriculum mapping                                                       |                               | Curriculum maps document the design of units and courses. They include:  
• the structure of courses to clearly identify components and help students to make decisions about the content of their degree  
• alignment of learning outcomes between units and courses and the Deakin Graduate Learning Outcomes  
• the distribution of assessment across units and courses noting the range of assessment required to measure graduate learning outcomes and points of authentication  
• the authenticity of learning activities and assessment to the discipline and future application in employment |

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dt teach.deakin.edu.au.
Learning is inclusive: learning experiences and environments are designed to accommodate student diversity and create equivalent opportunities for academic success for all learners in rich online (cloud-first) and located learning activities and spaces.

| Learning is scaffolded in a clear narrative sequence that communicates the relationship between activities, tasks and learning outcomes | Modular learning design | Learning is scaffolded in a clearly linked sequence of learning activities and resources, underpinned by effective learning design and media design principles. This includes:

- a clear narrative that communicates the relationship between assessment tasks, learning activities, key concepts
- a clear narrative that communicates the relationship between learning activities, the achievement of learning outcomes and future professional applications
- regular use of case studies including consumer, professional and expert stories that represent diverse perspectives and apply key concepts to real-world contexts
- clear guides embedded in learning tasks that help students prepare for key milestones including assessments, webinars, and classes, and timely access to academic support at the point of need |

| User Experience | Learning resources are presented in short accessible blocks formatted for online delivery. This includes:

- following web-writing, WCAG2.0 accessibility, copyright and mobile delivery standards
- providing a mix of content types including text, video, infographics and interactives selected for their pedagogical purpose. |

| Assumed knowledge and skills | Students are aware of and supported to develop precursor knowledge and skills that are required for student success for any unit or course. Students are provided with:

- Precursor requirements that are clearly communicated to students at the point of enrolment to assist learner decision-making
- tools to test their own preparation and resources to revise precursor knowledge and skills prior to study in a unit or course
- academic support during study to assist with skill development |

| Learning is activity focused: there are clear calls to action and a mix of learning activities that lead to defined summative assessment tasks | Task design | All learning resources are linked to tasks that are framed as clear calls to action for sequenced learning activities: read, watch, listen, investigate, discuss, collaborate, practice, critique, reflect. These activities:

- encourage and develop learner autonomy
- provide a variety of ways for learners to develop and practise skills and explore and deepen knowledge, and opportunities to choose topics of interest and ways of engaging with them
- provide formative opportunities that are linked to and lead clearly towards summative assessment tasks.
- provide opportunity for teacher and/or peer feedback |
| Summative assessment | Key assessments produce a real-world digital artefact, such as a video, document, image or application file, that can contribute to a learner’s portfolio of evidence of achievement. Tasks are designed to provide:  
• evidence of student achievement of key graduate learning outcomes  
• evidence of student achievement of key professional skills or competencies |

| Learning is feedback focused: activities and assessments provide multiple opportunities for formative feedback from both staff and peers. | Teacher feedback | Students are provided with regular, structured, individual and group feedback at key points in the learning sequence. This includes:  
• early provision and explanation of informative assessment rubrics to guide pre-submission and post-submission teacher-student and peer-peer dialogue regarding assessment tasks  
• group feedback following key assessment tasks  
• personalized and constructive feedback on key assessment tasks including video/audio feedback where appropriate  
• scheduled Q&A sessions pre and post key assessment tasks through recorded webinar or other structured forum  
• timely interaction during learning tasks that prompts learners by asking questions, provides specific feedback on student progress, and scaffolds students’ metacognition  
• guest feedback from community and industry representatives as appropriate |

| Peer feedback | Students are provided with regular, structured opportunities at key points in the learning sequence to actively participate in feedback activities where they give and receive peer feedback to develop their lifelong learning skills. These include:  
• Self and peer assessment activities that effectively develop students’ evaluative judgement and feedback skills  
• Activities that ask students to reflect on, respond to and use feedback to improve their performance |

| Learning is social: students are welcomed into a respectful, vibrant learning community with multiple opportunities for dialogue and interaction with teaching staff and fellow learners | Teacher presence | Learning resources, activities and sequences are designed to highlight the role of teacher as guide who encourages student autonomy and collaborative learning through active facilitation. Shared physical and digital learning spaces are designed to foster interaction. For online learning, this includes:  
• Short personalised video-plus-text introductions to key concepts and key assessment tasks  
• Regular news/discussion forum posts that encourage students to engage with unit learning activities, identify key milestones and link to relevant current events  
• Contact details and availability are clearly signaled and students are encouraged to communicate with teachers and peers  
• Regular clear, consistent and encouraging communications that use inclusive language to get to know students as individuals |

| Peer engagement | The learning environment, language and culture fosters student interaction and collaboration; learning activities provide a mix of group and individual activities. This includes:  
• Discussion activities that ask students to articulate their understanding and engage respectfully with each other’s point of view  
• Supported collaborative activities where students plan, work and reflect in teams in online and/or face to face environments on shared tasks and goals, contributing in complementary and authentic roles  
• Maintaining a safe and respectful learning environment, including modelling respectful interactions, inclusive language and conflict/disagreement resolution techniques where relevant |
<table>
<thead>
<tr>
<th>Learning is supported by student services which enable participation and success, academic support services to develop underpinning knowledge and skills, and high production-value learning resources</th>
<th>Student services</th>
<th>Student learning environments connect students to the wider university community including extracurricular activities and specific services including university management, disability support, counselling, financial/legal aid, health services and advocacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic support services</td>
<td>Learning environments embed generic and contextualised links to a range of services that support learning including technical support, academic study support, librarians, career services</td>
<td></td>
</tr>
</tbody>
</table>
| Online Learning resources | Focused learning steps employ a strategic, creative, inclusive, accessible and flexible combination of video, image, text, linked resources and focused learning activities. This includes:  
• Sequenced, concise 300-750 word texts with clear descriptive titles  
• Concise 2-5 minute videos that explain key concepts and practices  
• Compelling people-focused imagery to enliven site design and represent culturally and socially diverse real-world contexts  
• Infographics to visualise complex topics and data (with alternative text equivalents)  
• Animation or annotations that demonstrate ‘live’ problem-solving (with alternative text equivalents)  
| Learning resources are available in a range of modes to suit user bandwidth, learner preferences and accessibility requirements |
| Learning progress is tracked: data is tracked, analysed and acted upon to maximize student success and improve unit design | Student success | Students are given regular, personalised signals about their course progress and engagement, to encourage and prompt students who are not accessing materials or making good progress, and to recognise high achievement or improvement. This includes:  
• Intelligent agents used to encourage and prompt students who are not accessing materials or making good progress, and to recognise high achievement or improvement at key milestones  
• personal engagement with students who seek assistance for issues affecting their progress, including recommendation/provision of relevant supports |
| Unit design | Student feedback is used to inform unit changes and these changes are communicated to students in the unit guide and throughout the course in news items |
| Learning design at Deakin is a collaborative multidisciplinary activity that engages a range of discipline based academics, education specialists and professional staff that match content expertise with expertise in learning design, delivery, support and resource production. | Learning design teams | Learning is designed by teams bringing complementary expertise to the provision of effective learning and teaching. Design teams:  
• work collaboratively across schools, faculties and divisions through collective design and construction  
• use evidence-based practice to guide design and delivery, including good practice from other universities, the educational literature and scholarly investigation of past experience  
• share good practice with colleagues |
| Quality assurance and improvement | Learning and teaching is regularly and rigorously reviewed with peers and against external benchmarks to identify issues and opportunities for improvement. Quality is:  
• judged by the outcomes for learners and the experiences of learners, teachers and professional staff  
• reviewed regularly for units after delivery of each unit and for courses, annually (viability and broad indicators) and in-depth at least once every five years (self, peer and external review)  
• the basis for course and unit development |
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’s registration was renewed in August 2018 until 2025.

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.

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

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.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
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 2018 (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.

National Code requirements include 11 standards which operationalise the key elements of the ESOS Act. Some of the requirements are listed below. Click here for a full list of requirements.

<table>
<thead>
<tr>
<th>Marketing</th>
<th>Marketing of education services must be professional, accurate and maintain the integrity and reputation of the industry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Students must be provided with information that enables them to make informed decisions about studying with the provider. Providers must ensure students’ qualifications, experience and English language proficiency are appropriate.</td>
</tr>
<tr>
<td>Written agreements</td>
<td>Written agreements between the university and students must set out the services provided, fees payable and information about refunds.</td>
</tr>
<tr>
<td>Younger students</td>
<td>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.</td>
</tr>
<tr>
<td>Visa requirements</td>
<td>Student workloads must be monitored to ensure that they complete their course by the expected time.</td>
</tr>
<tr>
<td>Online study</td>
<td>International students studying in Australia can only do 25% of their total course by online (cloud) study.</td>
</tr>
<tr>
<td>Attendance requirements</td>
<td>Students must be notified of requirements for attendance where they are recorded and where attendance forms part of assessment and hurdle requirements.</td>
</tr>
<tr>
<td>Course credit</td>
<td>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.</td>
</tr>
</tbody>
</table>

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!

**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.
CHAPTER 3: COURSE DESIGN

This chapter explains:
• how to design the course to deliver the best learning for your students
• what University requirements must be met
• features of Deakin courses, including work-integrated learning, use of professional practice credentials and Deakin Hallmarks.

See also Chapter 5 covering assessment design and Chapter 6 covering minimisation of student cheating.

Deakin’s courses are designed in accordance with the Deakin Curriculum Framework (set out in Schedule A of the Higher Education Courses Policy), the requirements of the Course Design and Delivery Procedure and Assessment (Higher Education Courses) Procedure and external professional and regulatory requirements.

The LIVE strategic plan is committed to empowering learners for the future, and Deakin is focused on excelling in learning design and delivery to create rich student learning experiences that achieve that goal. Course structures and learning activities emphasise inclusivity, accessibility and flexibility of learning for local and international students. Whether on campus, online or a blend of both, course design considers the learning needs of diverse cohorts of students in order to welcome, support and inspire learners to achieve their potential.

COURSE DESIGN PRINCIPLES

How do I create a course learning design?
Deakin courses are coherent programs of study with defined course learning outcomes. Units fit within a course to contribute to the achievement of course learning outcomes. Course design is the starting point for learning and teaching. It requires course-level thinking that considers how assessment and learning activities across all the contributing units work together to achieve the course outcomes.

Deakin aims to apply the principles of constructive alignment and backward design to the development of course curriculum. At an early stage of course construction, it is important to work with your academic governance colleagues in your faculty. It is also very useful to talk to Equity and Diversity curriculum consultants during the planning stage to ensure that the course design is inclusive and does not present barriers for particular student groups.

Constructive alignment

Constructive alignment starts with the outcomes that we intend students to achieve and aims to ensure that teaching and learning activities and assessment tasks within a unit of study are linked directly to the stated learning outcomes. There is a particular emphasis on what students will do to achieve the stated learning outcomes rather than what the teacher does to achieve outcomes.

Want to know more?

* Printed and digital copies in the Library.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dt教.deakin.edu.au.
**Backward Design**

Backward design is a term used by Jay McTighe and Grant Wiggins in the late 1990s in their *Understanding by Design (UbD)* curriculum approach and is consistent with a constructive alignment approach. The principles of backward design are to first identify desired learning outcomes, decide what students will need to do to demonstrate understanding of the learning outcomes (the authentic assessment task) and, only then, to design the learning activities and resources.

Backward design is also consistent with constructivist learning theory where there is an emphasis on learning activities and resources that engage students by building on what they know already so they move forward and achieve learning outcomes.

![Backward Design Diagram](image)

This backward design graphic is more easily applied to the work of unit chairs and a single unit of study. At course level, while the principles remain the same, there is a necessary process of collaboration between course directors and unit chairs to map the course learning outcomes, assessment and learning activities that are relevant over the length of a course, and importantly, ensure graduates meet the required standards at the completion of a course.
**Active learning approach**

Constructive alignment, backward design and inclusive education principles support an **active learning approach** where **what the student does** is paramount to the learning design process.

At Deakin, active learning takes a variety of forms. It can be embedded in well-structured activities in a traditionally designed curriculum; some Deakin schools have adopted a specific learning approach for all units such as problem-based or project-based learning. For example, schools within the Faculty of Science, Engineering and Built Environment have adopted the following particular learning approaches: inquiry-based learning, project-oriented design, problem-based learning and a portfolio approach.

A key component of an active learning approach is providing students with social learning experiences while studying onsite or online. When students learn collaboratively, more control is passed to them (student-centred pedagogy). Collaborative learning often involves formal or informal group work, and helps to create the social and intellectual atmosphere for functioning as a community of learners (Barkley, 2004, Marzano et al, 2004). When students work collaboratively they have ‘the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged’ (Srinivas, H. 2011).

Similarly, designing learning that is inclusive of all students is a key component of an active learning approach. Inclusive approaches to teaching and learning in higher education are critical for providing access for all students regardless of prior learning, cultural background, personal abilities or circumstances. It is not effective to try to address the particular learning needs of every individual in every unit. Instead, inclusive approaches to teaching and learning focus on designs to learning that are appropriate for all learners. Key strategies for inclusive teaching and learning practice can be found on the Inclusive Teaching Toolkit on Deakin’s Equity and Diversity site.

**References**


**LEARNING OUTCOMES**

**How do I set clear learning goals for my students?**

Learning outcomes tell students and staff what a learner will know and be able to do on successful completion. Achievement of learning outcomes is measured by assessment.

Development of learning outcomes is the starting point for course design (in line with the principles of constructive alignment and backward design discussed above).
Learning outcomes are statements of what students should be able to accomplish as a result of engaging with the process of learning. At Deakin there are three levels of learning outcomes:

<table>
<thead>
<tr>
<th>Deakin Graduate Learning Outcomes (DGLO)</th>
<th>Are set out in the Deakin Curriculum Framework and specify the knowledge and capabilities that all Deakin graduates should demonstrate at the completion of their course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discipline-specific knowledge and capabilities</td>
<td></td>
</tr>
<tr>
<td>2. Communication</td>
<td></td>
</tr>
<tr>
<td>3. Digital literacy</td>
<td></td>
</tr>
<tr>
<td>4. Critical thinking</td>
<td></td>
</tr>
<tr>
<td>5. Problem solving</td>
<td></td>
</tr>
<tr>
<td>6. Self-management</td>
<td></td>
</tr>
<tr>
<td>7. Teamwork</td>
<td></td>
</tr>
<tr>
<td>8. Global citizenship</td>
<td></td>
</tr>
</tbody>
</table>

(Discussed further in Chapter 2)

<table>
<thead>
<tr>
<th>Course learning outcomes (CLOs)</th>
<th>Specify what the graduate should be able to do on completion of a course (aligned to the Deakin Graduate Learning Outcomes).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit learning outcomes (ULOs)</th>
<th>Specify what students are expected to learn from units in the course. These outcomes are developed and assessed with reference to course learning outcomes.</th>
</tr>
</thead>
</table>

Well-written learning outcomes clearly describe observable, achievable actions that are measurable. They help students know what they are expected to do and the standard that they are expected to achieve.

All assessment should be aligned with the learning outcomes (see Chapter 5) and learning activities, in turn, should align with assessment.

Curriculum mapping shows the relationships between unit, course and graduate learning outcomes, and assessment. Graduate learning outcomes are the cumulative result of learning in units and at course level. Curriculum/course maps are central to good course design.

Course learning outcomes

Course learning outcomes (CLOs) and minimum standards are developed for every award course at Deakin, aligned to the Deakin Graduate Learning Outcomes, the AQF and professional requirements or discipline standards where relevant. Separate CLOs are developed for each course in a combined course and for nested courses that are subsets of other courses at different AQF levels.

The AQF descriptors for the relevant course type are the starting point for writing CLOs. For example, for a bachelor degree, the AQF states that graduates must have ‘well-developed cognitive, technical and communication skills to select and apply methods and technologies’ to:

• analyse and evaluate information to complete a range of activities
• analyse, generate and transmit solutions to unpredictable and sometimes complex problems
• transmit knowledge, skills and ideas to others.

Course directors coordinating the writing or reviewing of course learning outcomes with unit chairs should use the AQF descriptors to map their course-specific skills and knowledge to represent a graduate level outcome.

Want to know more?
Refer to AQF levels.
**Unit learning outcomes**

ULOs should be consistent with the Deakin Graduate Learning Outcomes and CLOs, reflecting the stage of learning where the unit occurs in the course. There should be a gradual increase in complexity of skills and knowledge over the term of the whole course and also an increase in complexity of work over the period of the unit. Importantly, assessment tasks must align with the unit learning outcomes (see Chapter 5).

Units should not incorporate too many ULOs or Deakin Graduate Learning Outcomes. ULOs should be mapped across a course so that there is consistency and progression from a whole-of-course perspective.

Write ULOs from a student’s perspective. Ask yourself whether students will understand what is important to their learning and what they are expected to demonstrate. Written in the future tense, ULOs should:

- connect to the unit’s key messages
- be assessable
- use clear, plain English that reflects actionable outcomes and avoid abstract verbs that cannot be measured (e.g. appreciate, understand, explore).

Bloom’s Revised Taxonomy (Anderson & Krathwohl 2001) can assist with choosing the most appropriate verbs for specific ULOs. For example, ‘On completion of this Unit, students will be able to identify three major theories of …’.

**Abbreviated example: Bachelor of Property and Real Estate**

<table>
<thead>
<tr>
<th>Introduction to Property, MMP111</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ULO 1</strong> Explain and apply property valuation fundamentals including value principles and concepts, methods of valuation and market data</td>
</tr>
<tr>
<td>CLO 2.1. Prepare a range of written reports on property concepts and information for diverse stakeholders</td>
</tr>
<tr>
<td><strong>ULO 2</strong> Prepare a well-developed written report for a client</td>
</tr>
<tr>
<td>CLO 3.1. Identify, locate, evaluate and synthesise information from diverse sources in a property-related environment</td>
</tr>
</tbody>
</table>

**Abbreviated example: Bachelor of Education (Primary)**

<table>
<thead>
<tr>
<th>Assessment: Ways of Knowing Learners, ETP401</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ULO 1</strong> Explain, distinguish and design diversity in assessment processes and/or strategies used in primary schooling</td>
</tr>
<tr>
<td>CLO 1. Acquire broad and coherent theoretical knowledge and understanding of education and the application of this knowledge and skills in teaching and learning, particularly for primary school contexts</td>
</tr>
<tr>
<td><strong>ULO 2</strong> Critically review and analyse data from national and international assessment practices</td>
</tr>
<tr>
<td>CLO 8. Engage in professional, intercultural and ethical approaches that address social justice, equity, diversity and sustainability issues</td>
</tr>
</tbody>
</table>
Want to know more?
For a detailed resource on writing course and unit learning outcomes see the ‘Writing Learning Outcomes’ module in the CloudDeakin (self-registration) course Curriculum Development for Unit Chairs, via the ‘Self-registration’ tab in your CloudDeakin site.

DEAKIN’S CREDENTIALS

What types of credentials does Deakin offer?
Credentials are issued by the University to warrant that students have achieved learning at or above the required standard. Recipients use them to communicate their achievement and seek advancement. Employers and the wider community see them as indicators of achievement and potential performance.

Deakin offers:
- **macro-credentials**—warranting successful completion of award courses leading to a qualification under the Australian Qualifications Framework (AQF)
- **micro-credentials**—warranting achievement of learning outcomes that is not sufficient in itself to lead to the award of a macro-credential.

Faculties may also offer non-award courses that do not lead to an award of the University, including for professional development or admission purposes.

**Macro-credentials**
Deakin offers courses that lead to the award of qualifications (macro-credentials) at the following levels of the AQF:

<table>
<thead>
<tr>
<th>AQF Level</th>
<th>Qualification Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Diploma</td>
</tr>
<tr>
<td>6</td>
<td>Associate degree</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor degree</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor honours degree</td>
</tr>
<tr>
<td></td>
<td>Graduate certificate</td>
</tr>
<tr>
<td></td>
<td>Graduate diploma</td>
</tr>
<tr>
<td>9</td>
<td>Master degree (coursework)</td>
</tr>
<tr>
<td></td>
<td>Master degree (extended)</td>
</tr>
<tr>
<td></td>
<td>Master degree (research)</td>
</tr>
<tr>
<td>10</td>
<td>Doctoral degree</td>
</tr>
</tbody>
</table>

A course at a particular AQF level may be **nested** in a course at a higher level.

Approved combinations of courses at the same or different AQF levels leading to two separate awards may be offered. At Deakin these are known as **combined** courses. Some universities use the equivalent descriptor ‘double degree’.

Courses may be developed and/or delivered collaboratively with a partner institution as follows:

**Dual course**
Two courses combined collaboratively with a partner institution leading to the separate conferral of an award each by Deakin University and the partner.

The extent of academic or administrative interdependence may vary.

**Joint course**
A single course offered by Deakin in conjunction with one or more higher education providers in Australia or overseas, generally leading to the conferral of a jointly badged single testamur.

Involves close cooperation between providers in course design, curriculum development, course delivery, assessment and requirements for awarding the qualification.
A full list of all qualifications that may be conferred by Deakin is located at Schedule 1 to Regulation 5.2(2)—Higher Education Award Courses General.

**Micro-credentials**

Deakin also offers micro-credentials that warrant achievement of learning and are conferred using digital badging technology. These may lead to credit towards or be integrated into the design of an award course (macro-credential). Examples of Deakin micro-credentials (discussed in more detail below) are:

- **Deakin Hallmarks** recognising outstanding achievement of specific Deakin Graduate Learning Outcomes valued in the workplace (distinct from grades awarded for assessment tasks)
- **Deakin Professional Practice credentials** warranting achievement gained through significant work experience.

Both are discussed further below.

**Want to know more?**

For more information about micro-credentials see:

- *Better 21C Credentials: Evaluating the promise, perils and disruptive potential of digital credentials*, Professor Beverley Oliver, January 2016
- Deakin Micro-credentials Policy
- Deakin Hallmarks Procedure

**Non-award programs**

Deakin also offers different types of non-award programs, including:

- English language studies, in accordance with the National Standards for ELICOS Providers and Courses
- Masters Qualifying Program as a pathway program to some graduate coursework program, in accordance with the Higher Education Standards Framework and National Code of Practice standards
- Professional development programs.

**COURSE BUILDING BLOCKS**

**How do I construct my course?**

Units are the building blocks of Deakin coursework programs and are structured to:

- build academic skills of students in transition into the university learning environment
- scaffold progress towards the achievement of expected course learning outcomes
- monitor student progress
- manage learning workload.

Units may have particular roles in supporting student progress and achievement.

<table>
<thead>
<tr>
<th><strong>Foundation units</strong></th>
<th>Support student transition by building foundation knowledge and skills and providing an introduction to the field</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestone units</strong></td>
<td>Provide students with opportunities at key stages of the course to integrate their learning and reflect on evidence of their progress and career aspirations</td>
</tr>
<tr>
<td><strong>Capstone units</strong></td>
<td>Provide students with opportunities at the end of the course to integrate their learning, demonstrate achievement of course learning outcomes and reflect on their career aspirations</td>
</tr>
</tbody>
</table>

Units may also include particular types of compulsory or optional activities that are integral to the course design, for example, work-integrated learning (including placements and field trips), research units or research-related study.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
A unit can either be a required part of a course or an elective. Electives may either be selected from any unit offered by the University (open electives) or from units specified as part of the course structure (course electives). Some generalist courses include few or no required units but students must select one or more sequences of units in fields of study that will constitute majors, minors or specialisations (see course design requirements below).

Professional practice courses also include the attainment of credentials that recognise learning acquired in the workplace (see below).

**COURSE DESIGN REQUIREMENTS**

What policy requirements affect course construction?

**Course specifications**

The design for each course includes specifications that provide sufficient detail to judge their quality and allow prospective students to compare comparable offerings from different providers. Design specifications are listed in the Course Design and Delivery Procedure and include:

- award to be conferred
- duration
- structure and sequence
- delivery (including online)
- entry requirements and pathways
- expected learning outcomes
- methods of assessment
- indicative student workload
- requirements for participation in compulsory learning and other activities onsite or online
- compulsory requirements for completion
- exit pathways and pathways to further learning
- for bachelor honours or postgraduate programs, the proportion and nature of research or research-related study.

Course specifications are documented in a template that accompanies proposals for course approvals, revisions and continuations.

**Structural requirements**

The Course Design and Delivery Procedure includes some specific requirements for the design of Deakin courses as follows:

<table>
<thead>
<tr>
<th>Academic and research integrity</th>
<th>All courses include compulsory learning experiences to develop in students an understanding of the principles of academic and (where relevant) research integrity and how to apply them.</th>
<th>cl 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-integrated learning</td>
<td>Bachelor degrees include opportunities for one or more specified work-integrated learning experiences (see further below).</td>
<td>cl 17</td>
</tr>
</tbody>
</table>
| Majors, minors and specialisations | Sequences of units that constitute majors, minors and specialisations may be included in one or more courses as follows:  
- bachelor degree major—6–8 credit points, with at least 2 credit points in each of levels 2 and 3 of the course  
- bachelor degree minor—4 credit points  
- Masters degree (coursework) specialisation—4–8 credit points  
Where possible courses should be designed to enable students to complete a secondary sequence of study, including a sequence from another faculty. | cl 25-27 |
| Bachelor honours degrees      | A bachelor honours degree may be an independent course completed following a bachelor degree in a related discipline (end-on) or integrated in a bachelor degree with:  
- entry following completion of part of a related bachelor degree (typically two full-time years of study)  
- entry directly into the bachelor degree, with or without an option to exit with a related bachelor degree. | cl 29-30 |
### Masters degrees (coursework) structure

Unless otherwise approved by the DVCE, masters degrees (coursework):

- have at least one nested graduate certificate or graduate diploma as an entry or exit point, where core units of nested courses:
  - are core units of the associated masters course and/or
  - contribute to a specialisation in the masters course
- in the case of 16-credit-point masters courses, enable guaranteed credit for four credit points where students enter with qualifications or experience in the same discipline area
- have at least two possible entry points each year.

There are challenges in structuring nested postgraduate degrees to enable credit while ensuring that learning outcomes are achieved at the appropriate level for each nested course. The design of nested degrees must take into account:

- whether students are entering with formal education or experience in the same or a different discipline
- the volume of learning that should be achieved at the AQF level of each nested degree—typically all units of a graduate certificate and graduate diploma should be achieved at least at Level 8, and 50 per cent of a masters degree should be achieved at Level 9.

### Research in masters by coursework

Masters degrees (coursework) include some form of learning activity that develops knowledge of research methods and principles appropriate to the discipline, field of work or professional practice. Such an activity would typically include a research-based project, capstone experience and/or a piece of scholarship.

### Professional practice courses

Professional practice courses include credentials that recognise achievement of learning through professional experience. The principles for designing professional practice courses are discussed below.

### Combined or dual courses

Combined or dual bachelor and masters degrees may be offered in different or related disciplines with reciprocal credit arrangements in accordance with the Credit for Learning Policy. They may include courses at different levels of the AQF. Reciprocal credit may generally be granted for a maximum of one third of each Deakin course. See Chapter 9 for further details of credit requirements.

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**Online delivery—the one third rule affecting international students**

Course design should make optimal use of learning opportunities online and/or onsite at a physical location/s to provide students with learning experiences that support the achievement of course learning outcomes. However, international students studying in Australia on student visas can currently undertake no more than one third (or equivalent) of their course online and must undertake at least one unit that is not online in any compulsory study period, unless it is the student’s final study period.

A unit is classified as online where less than half of the scheduled learning experiences for the unit are delivered face-to-face at a physical site (including classes, seminars, regular consultations, field trips, placements and other supervised activities).

**Want to know more?**

For further information about application of the requirements, check the International Quality and Compliance Course Delivery Guide.
WORK-INTEGRATED LEARNING

How can I incorporate work-integrated learning into my course?

Deakin has developed a work-integrated learning (WIL) framework to assist staff to incorporate WIL strategies into courses.

**WIL@Deakin Framework**

WIL at Deakin includes professional placements, internships and workplace projects but also embraces a range of additional work-related learning activities which are expressed through authentic work-related assessments with varying degrees of the following characteristics:

**Authenticity:** learning activities and assessments requiring students to work on problems, processes, projects and the production of artefacts that they may encounter in their professions.

**Proximity:** learning experiences that occur in:
1. real workplaces and professional contexts
2. online or live, complex simulated workplace environments
3. which students interact directly with industry practitioners or community members on work-related activities.

See Figure 1, below.

The *Course Design and Delivery Procedure* requires that bachelor degrees include:
1. work placements (such as industry-based learning, internships and practicums)
2. workplace audits
3. field trips
4. simulations
5. studios
6. complex labs and problem-based learning with industry partners
7. industry input on student projects
8. project work developed with or commissioned by industry
9. other work-integrated learning experiences approved by the faculty board.
**PROFESSIONAL PRACTICE CREDENTIALS AND COURSES**

How can I design my course to recognise learning gained through professional experience?

Deakin awards Deakin Professional Practice Credentials that are aligned with the Deakin Graduate Learning Outcomes and warrant learning that is gained through professional experience. They are aligned with the AQF and recognised industry skills frameworks as appropriate and are awarded based on assessments approved and supervised by course teams. The credentialling process is managed by DeakinCo., a controlled entity overseen by the Deputy Vice-Chancellor Education.

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**Figure 1: Authenticity-Proximity Framework**

<table>
<thead>
<tr>
<th>Authenticity</th>
<th>Proximity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW</td>
<td>LOW</td>
</tr>
<tr>
<td>MEDIUM</td>
<td>MEDIUM</td>
</tr>
<tr>
<td>HIGH</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

- **Authenticity**
  - Assessment task resembles professional practice

- **Proximity**
  - Assessment task occurs in workplace or with practitioners

<table>
<thead>
<tr>
<th>LOW</th>
<th>MEDIUM</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROXIMITY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Kaider, Hains-Wesson and Young, 2015.

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**Want to know more?**

Check the following further information:
- Workplace learning at Deakin webpage
- Learning Outcomes in WIL
- WIL Leadership Framework
- Scaffolded WIL Model

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*To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.*
<table>
<thead>
<tr>
<th>Deakin Graduate Learning Outcomes</th>
<th>Professional Practice Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discipline knowledge</td>
<td>Knowledge-related outcomes may be specifically warranted as part of the introductory and capstone units, rather than through explicit credentials. Credentials evidencing knowledge may be necessary to meet the requirements of an accrediting body or expectations in a field of practice.</td>
</tr>
<tr>
<td>2. Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>3. Digital literacy</td>
<td>Digital literacy</td>
</tr>
<tr>
<td>4. Critical thinking</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>5. Problem solving</td>
<td>Problem solving</td>
</tr>
<tr>
<td>6. Self-management</td>
<td>Self-management</td>
</tr>
<tr>
<td>7. Teamwork</td>
<td>Teamwork</td>
</tr>
<tr>
<td>8. Global citizenship</td>
<td>Global citizenship</td>
</tr>
<tr>
<td></td>
<td>Professional ethics</td>
</tr>
<tr>
<td></td>
<td>Emotional judgment</td>
</tr>
<tr>
<td></td>
<td>Innovation</td>
</tr>
</tbody>
</table>

Deakin Professional Practice Credentials can be completed individually and used as evidence of achievement of particular knowledge or capabilities to support professional development and advancements in the workplace. Credentials achieved at Masters level (AQF 9) can also lead to credit towards a postgraduate course.

Selected professional practice credentials are also included as part of professional practice courses bookended by Deakin units.

- Preparatory unit introducing literature and reflective practice
  - PLUS (for masters) research methods unit

- Selected credentials warranting achievement of learning at the appropriate level achieved through industry experience

- Final unit where students integrate their learning and apply it to a work-based scenario
  - For masters this will be a capstone research project unit

Credentials are selected by the course director, in consultation with relevant professional bodies and DeakinCo., to evidence achievement of course learning outcomes. Masters degrees require the following seven credentials: communication, digital literacy, critical thinking, problem solving, self-management, teamwork and global citizenship. Additional credentials, including credentials evidencing knowledge and professional ethics, may be selected to demonstrate outcomes necessary for particular areas of professional practice.

Want to know more?
For more information see the Professional Practice Course Guiding Principles covering admission requirements and structural requirements.
DEAKIN HALLMARKS

How can I use Deakin Hallmarks to enable students to demonstrate outstanding skills and capabilities valued by employers?

Deakin Hallmarks are micro-credentials awarded by the University using digital badging technology to recognise outstanding achievement of skills and capabilities that employers seek in new graduates. They warrant achievement specifically aligned to one of the following Deakin Graduate Learning Outcomes particularly valued in the workplace—communication, digital literacy, teamwork, critical thinking, problem-solving, self-management or global citizenship (not discipline-specific knowledge and capabilities).

Hallmarks are:
• associated with a specific course or major offered by Deakin and reflect the learning of students during their enrolment in that course or major
• developed at the discretion of the course director in partnership with relevant industry or professional groups
• awarded on the basis of holistic judgements about student achievement with reference to approved criteria, standards and evidence.

The achievement acknowledged is distinct from the grades awarded for assessment tasks. Likewise, the achievement of a Hallmark has no bearing on assessment marks in a unit. Any student enrolled in the course, regardless of their grade average, is entitled to apply.

The achievement of Hallmarks requires a big commitment from students, and it is important that they are given clear and accurate information about the criteria and standards for the Hallmark, the evidence required and how that evidence will be evaluated.

The processes for the approval, delivery, award and review of Deakin Hallmarks can be found in the Deakin Hallmarks Procedure.

The Deakin Hallmarks website provides a wealth of information and resources to assist course teams to develop, document, assess and award Hallmarks.

Frequently Asked Questions (from Deakin Hallmarks website)

How many Deakin Hallmarks can be associated with a course?
At this stage we encourage course directors to develop one or two Hallmarks for each course.

Can a Deakin Hallmark be associated with more than one course?
Deakin Hallmarks are developed in association with courses or majors, because research shows that graduate learning outcomes are best taught within a disciplinary context. However, where courses or majors are associated with the same employers and similar graduate positions, they can be shared across multiple majors or related courses. For example, the same ‘Deakin Hallmark: Teamwork Excellent for Educational Impact’ is offered across numerous initial teaching education courses.

What Deakin graduate learning outcome should I choose?
Consider which of the graduate learning outcomes is most important to the employability of graduates in your field. Is there a graduate learning outcome that is commonly criticised as lacking in recent graduates, or that is recognised as being particularly important in the workplace? We recommend consulting employers and professionals working in the field—such as those involved in course advisory boards or other industry connections.

What investment is required by industry partners?
Industry partners are encouraged to contribute to the development and assessment of Deakin Hallmarks, but as they are awards, not prizes, no financial contribution is required.

What information is available for students?
Course directors should create resources for students that explain the criteria, standards, evidence and assessment processes for each Deakin Hallmark. However, general information for students is available at the Deakin Hallmarks page on the public website.
CHAPTER 4: COURSE DELIVERY

This chapter explains:
• principles of cloud-first learning design
• creation of engaging learning experiences
• features of Deakin’s cloud and physical learning spaces
• how Deakin supports the student experience.

Course delivery is fundamentally entwined with course design and assessment. Achievement of graduate learning outcomes relies on these three aspects of learning and teaching. Every iteration of unit and course delivery is a point in time to gather evidence, reflect on outcomes and refine the design. Teaching delivery is a skilled, professional activity that requires ongoing development.

Deakin’s courses are delivered in accordance with the requirements of the Course Design and Delivery Procedure, Assessment (Higher Education Courses) Procedure and external professional and regulatory requirements.

CLOUD-FIRST LEARNING

What is cloud-first learning design?
Deakin University is a leader in digital learning. Deakin’s Cloud Campus comprises courses that can be completed wholly online, sometimes with some campus-based activities or assessment to access specialist equipment, spaces or learning activities. Cloud courses offer students flexible and accessible learning that allows them to structure their study around other commitments with family, work or other interests.

Deakin aims to provide students, whatever their place or mode of study, with optimal learning experiences that engage and inspire learners through high-quality personal connection—between students and teachers, peers and the community. All courses connect students with an active learning community through online learning environments via unit and course sites and provide access to media-rich, interactive learning resources.

At Deakin, **premium quality learning in the cloud** is characterised by:
1. Cloud-first learning design based on Deakin’s curriculum framework (Chapter 2) that creates:
   - engaging online learning experiences
   - high-quality learning resources, available in a range of modes to suit user bandwidth
   - authentic assessment that reflects real-world tasks
   - consistent and logical organisation of unit and course sites that structure learning to achieve learning goals and ensures inclusivity and accessibility.
2. Equivalent learning opportunities for all students that ensure:
   - online learning activities that require active learning
   - effective online interactions between students (learner to learner) and between learners and teachers
   - constructive and timely feedback on student progress
   - flexible learning paths that allow students to learn at their own pace.

Principles for premium cloud learning

<table>
<thead>
<tr>
<th>Learning design and feedback</th>
<th>Focuses on the learning design, pedagogy and evaluation of technology-enhanced learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is an overall consistent learning design that addresses the needs of online students.</td>
<td>• Technology-enhanced learning is applied in a pedagogically sound manner.</td>
</tr>
<tr>
<td>• Technology-enhanced learning is applied in a pedagogically sound manner.</td>
<td>• The design of the unit and course sites promotes clarity and legibility.</td>
</tr>
<tr>
<td>• The design of the unit and course sites promotes clarity and legibility.</td>
<td>• Performance data including student outcomes and feedback is explicitly used to support decision-making in unit design.</td>
</tr>
<tr>
<td>• Performance data including student outcomes and feedback is explicitly used to support decision-making in unit design.</td>
<td>• Feedback to students is provided in multiple formats including audio/video feedback and is provided to both group and individuals.</td>
</tr>
</tbody>
</table>

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
Principles for premium cloud learning

Learning experiences and resources
- Students are provided with regular online activities through interactive, media-rich learning resources.
- The learning activities may be synchronous or asynchronous.
- The unit or course site is designed to invite students to interact with resources, teachers and peers in a meaningful way.
- Educational-technology tools used in unit and course sites have a clear pedagogical underpinning.
- Students receive instructions about how tools are used for online activities.
- The relevance of learning resources is clearly presented to students.

Communication and collaboration
- Regular options for communication between students, such as social media, blogs and journals and discussion boards, are provided.
- Online availability of staff for interaction is clear and communicated to students.
- Mechanisms for synchronous feedback and communication between teachers and students are provided.
- Students are provided with regular updates on the progress of the unit and their learning, for example ‘what was learned’, ‘what is coming up’.
- Active discussion boards are available in the unit site with staff overseeing discussions.
- Collaboration tools are used to ensure equitable access to synchronous learning activities.

Assessment and compliance
- Online students have equivalent opportunity to develop their skills to reach the standards required by unit assessment.
- Assessment tasks delivered online are equivalent to face-to-face assessment tasks.
- At least one assessment task is delivered online.
- Copyright issues are addressed.
- Online assessment maintains standards for verification of student identity for assessment purposes.

THE DEAKIN LEARNING ENVIRONMENT

How do Deakin students study?
Deakin courses are offered in two modes at both course and unit level to increase flexibility and accessibility. For regulatory and reporting purposes, the modes of delivery of courses and units are categorised as ‘cloud’ or ‘physical campus’ as follows:

Modes of delivery—definitions

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloud Campus mode (course level)*</td>
<td>The dominant mode of delivery is online. There may be some scheduled learning experiences, and students may be required to attend a designated physical site for some assessment and learning tasks.</td>
</tr>
<tr>
<td>Cloud Campus mode (unit level)*</td>
<td>The dominant mode of delivery of the unit entails online learning resources and experiences; there may be some compulsory contact hours, and students may be required to attend a designated physical site for some assessment and learning tasks.</td>
</tr>
<tr>
<td>Physical campus mode (course level)</td>
<td>The dominant mode of delivery is through face-to-face learning experiences at a Deakin campus or other physical site. Students will also have access to online learning resources and experiences.</td>
</tr>
<tr>
<td>Physical campus mode (unit level)</td>
<td>The dominant mode of delivery of the unit entails face-to-face learning experiences at a Deakin campus or other physical site; access to online learning resources and experiences may also be provided.</td>
</tr>
</tbody>
</table>

* There are restrictions on the number of units that international students studying onshore can take in cloud campus mode. These are discussed in Chapter 2.

Around 25% of our students study fully online on our Cloud Campus and are reliant on the online environment and interactions. The remaining 75% study at one of Deakin’s four physical campuses. Those students have their experiences augmented with rich digital resources and experiences in our learning management system.
**Interacting with students and timetabled learning experiences**

Good teaching is based on personal relationships. All students need access to teachers who help to organise learning, facilitate learning activities and give timely, constructive and rich feedback on progress. Teachers interact with students through timetabled learning experiences and through informal activities which may be online (discussion boards, blog posts, unit site messages) or on-campus (Q&A sessions, open classrooms, regular drop-in times).

Deakin describes timetabled learning experiences, whether delivered at a cloud or physical site, using the following terms:

- **class**—a session where teaching staff engage students, often in large numbers, through presentations and other learning activities
- **seminar**—an interactive smaller group session.

All classes must start and finish promptly, especially where they are recorded, as the automated recording system will finish at the scheduled time. On-campus students rely on the 10 minute gap between successive classes to get to their next class, and cloud students need access to a complete recording to ensure they have not missed key information.

**Equitable delivery**

Whatever the place or mode of delivery all students must be provided with equitable and consistent access to classes and seminars, facilities, infrastructure, resources and support to assist their progress and achievement of learning outcomes. This does not mean that courses must be delivered in the same way for all student cohorts. Rather, course delivery should be tailored to suit the needs and expectations of students who choose to study in different ways and/or at different places.

Ensuring equitable access to teaching and learning experiences is particularly challenging where some students in a given course are studying at a physical campus supported by cloud learning resources while others are studying exclusively in the cloud. Online students need opportunities to interact with each other and with their teachers just as much as on-campus students. Deakin’s procedure requires that:

An equitable opportunity to participate in timetabled classes and seminars is provided regardless of whether the learning experience is delivered at a cloud or physical campus.

Interactivity online can take multiple forms and should be aimed at building a strong relationship between the teacher and learners. Interactivity for cloud students may be achieved through online tools including: virtual classrooms (Bb Collaborate, Skype), online group activities with a facilitator, webinars or social media (Deakin Blogs, see Cloud Learning Tools below).

The [Minimum Standards for Unit Sites](#) set the baseline for online experiences for all students:

| Learning Experiences | |
|----------------------| |
| **Active cloud discussion boards** are available in the unit site with staff overseeing discussions. |
| At least one place on the site where unit-related student questions are answered in a timely fashion. |
| **Information** is published regularly to the site to maintain site activity (e.g. news and announcements, reminders about assignments, other unit requirements, responses to commonly asked questions). |

Talk to the [Disability Resources Centre (DRC)](#) team about designing accessible content, and the resources and services available to help students with disability, physical or mental health conditions to participate in university life.

The Library works with the DRC team to provide a range of services that support the needs of students with a disability. Accessible versions of print material can be made if appropriate to students registered with the DRC.

The Library can support incarcerated students though the library delivery service for Cloud Campus students.

*To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.*
Access, connectivity and capability requirements

To fully engage with Deakin learning experiences, students need to have access to and be able to use internet-connected devices. The requirements for effective study at Deakin University are:

- access to a device such as a desktop computer or laptop
- connectivity to the internet
- capability to use our online learning environments.

The detailed requirements for access, connectivity and capability are communicated to students on the Computing Requirements webpage.

CREATING ENGAGING LEARNING EXPERIENCES

How can I engage students in active learning experiences?

Students are more likely to learn effectively if they are actively engaged in learning experiences that involve quality two-way interactions between teachers and peers and peers to peers, rather than listening and taking notes during class. This section provides some ideas and resources for creating engaging learning experiences through active learning strategies.

Active learning

Active learning is a teaching and learning approach where students ‘seek new information, organise it in a way that is meaningful and have the chance to explain it to others’ (Allen & Tanner, 2005, cited in Armbruster et al. 2009). Teaching strategies that enact active learning include project-based learning, problem-based learning and engagement in collaborative learning processes.

Student-centred teaching and learning activities focus on guiding students to take responsibility for their learning. This is most commonly facilitated by designing social learning activities that are strongly aligned with authentic assessment tasks. It is learner activity and interaction (not the teacher’s activity) through which students’ knowledge is constructed (Biggs, 2011:102). A focus on active learning has influenced the introduction of strategies such as the flipped classroom (students read essential material prior to class) where classes explore understanding the material through discussion, quizzes, debate and problem-solving. Key terms related to Active Learning are ‘collaboration’ and ‘inclusive practice’. For more on these terms please see Chapter 3, Course Design Principles, Active Learning.

More ideas for designing and implementing an active learning approach can be accessed by self-registering in the CloudDeakin Curriculum Design for Unit Chairs or the Sessional Staff Professional Development Modules via the ‘Self-registration’ tab on your CloudDeakin site.

Engaging students in large classes

Rather than delivering information in class, it is more efficient and effective for students to pre-read material and to use class time to support deep learning through teacher and peer interactions.

This is not always easy in lecture theatres with fixed, tiered seating. Students are also often unwilling to complete pre-reading or other preparation before class.

There are a number of strategies that encourage students to complete pre-reading. These include:

- creating a reading jigsaw activity where pre-arranged groups of four are allocated a section of a reading to summarise and present an overview to the rest of the class
- running quick, online quizzes at the start of a class
- asking students to bring focused questions about a reading to present to a small group, or, if possible, to the whole class (and the teacher) for discussion. This is most effective when the reading is clearly related to an authentic assessment task (see Chapter 4).
Other strategies for engaging students in large classes include:
- periodic checking for understanding of class material (questioning)
- setting a quick problem to be worked on in pairs
- pausing and asking pairs to ‘retell’ the teacher’s main point to each other
- providing a concept-map template for students to use instead of students writing notes in the class
- providing red cards to students so they can ‘flag’ the teacher to re-word/repeat a point (fun and very useful feedback for the teacher).

Want to know more?
For more ideas for teaching large classes see Biggs (2011:121) or self-register in the CloudDeakin Curriculum Design for Unit Chairs (via the ‘Self-registration’ tab on your CloudDeakin site) resource and access the Located Learning module.

WHO ARE OUR CLOUD STUDENTS?

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dt教eak.edu.au.
TEACHING TIPS FOR CLOUD STUDENTS

▲ Break the ice

It’s easier for students to connect with you and each other when they know who they are talking to.
• Share a bit about yourself.
• Balance the personal and professional.
• Invite students to share something about themselves and what they hope to get from the unit.

▲ Be present, but not too present

Encourage students to engage in discussion forums by being active yourself and asking them to add to your responses.
• Reduce the frequency of your posts once students start sustaining discussion themselves.
• Prompt responses by partially answering questions and asking students to share their perspectives.
• Don’t try to respond to everything but make sure you reply promptly to any posts that need your attention!

▲ Get together

Hold synchronous sessions for interested students to discuss their learning with you and their peers using Bb Collaborate or Skype for Business.
• Make sure the recording is available for students who cannot attend.
• Consider setting up a forum or thread to allow the discussion to continue.

▲ Say it again

Students will interact with the learning materials at different times, so you’ll probably get asked the same question in the discussion forum more than once. Encourage students to check the thread in case you’ve already answered their question but remember that this may not be practical, especially if the thread is long or the question was asked a while ago.

▲ Reach out

Check in with students every so often, especially at key points in the trimester.
• Ask how they’re going with an assignment, or whether they understand the feedback they’ve received.
• Let them know that they can contact you directly if they don’t want to share concerns in the discussion forum.

▲ Film it

Videos build your presence as an educator and can be much more engaging than just reading a post.
• Create short videos to provide updates and share information about things like assessment tasks.
• They don’t need to be fancy – just talk to your webcam.
• Provide the information as text as well for any students who cannot watch the video.

▲ Set the standard

Students will follow your lead, so model the interactions you wish to see in discussion forums.
• Set guidelines: What is ok to share? What belongs in which thread? When can they expect to get a response from you?
• If the thread’s getting off-track, step in and gently redirect things - some students disengage from discussion forums if they appear unmoderated or too social.1

▲ Walk in their shoes

Cloud Campus students tend to be particularly time-poor, so it’s vital that they are able to find the information they need quickly.
• Provide as much information about assessments and unit requirements as you can, as early as you can.
• Try to make it as easy as possible to interact and engage in the ways that best suit them.

▲ Set the tone

Keep the tone conversational.
• View the discussion forum like a classroom discussion.
• Use emojis to clarify your tone. Don’t overuse them though, and if you’re tempted to try something new, make sure you know what it means!

▲ Break it down

Offer students the chance to join smaller learning groups – assign 4 – 6 interested students to each group and encourage them to collaborate and discuss their learning via their preferred social media platform.

References


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CLOUD LEARNING ENVIRONMENT

How can I create premium learning resources?

Cloud learning is delivered through unit sites and course sites. These sites are created using a suite of educational technologies packaged via a central learning management system to create the CloudDeakin ecosystem. Students access unit and course sites via the DeakinSync portal.

Components in the CloudDeakin ecosystem are maintained as enterprise systems with support available for staff and students. Platforms are regularly updated and may change over time as needs change and products develop. Deakin uses the Desire2Learn product Brightspace as the core learning management system. Some courses are trialling other platforms such as the FutureLearn open-learning platform.

Course and unit sites are constructed by course and unit teams with primary support from faculty teaching and learning teams. Further assistance is available from Deakin Learning Futures and the DTeach support site. Unit and course site design must comply with the University’s minimum standards that are set out in the following schedules of the Course Design and Delivery Procedure:

- **Schedule B**: Minimum Standards for Course Sites
- **Schedule C**: Minimum Standards for Unit Sites

Maintaining the standards ensures that students have a good online learning experience and can access and navigate consistent information that will support their learning. Cloud learning resources provided on unit sites must meet the following standards.

<table>
<thead>
<tr>
<th>Learning resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resources have a clear, accessible and logical flow, consistent</td>
</tr>
<tr>
<td></td>
<td>formatting and descriptive file names.</td>
</tr>
<tr>
<td></td>
<td>Units offered to cloud students provide comprehensive learning</td>
</tr>
<tr>
<td></td>
<td>resources organised to enable self-directed learning.</td>
</tr>
<tr>
<td></td>
<td>Technical and study support links are included on the unit home</td>
</tr>
<tr>
<td></td>
<td>page.</td>
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<tr>
<td></td>
<td>If classroom capture is available and used, **Echo capture and</td>
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<tr>
<td></td>
<td>virtual classroom recordings** must be provided to all students</td>
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<td></td>
<td>in a timely manner. Non-recording of classes must be approved by</td>
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<td></td>
<td>the head of school. Students must be notified of classes which</td>
</tr>
<tr>
<td></td>
<td>are not recorded and the reasons for this (e.g. class cancellation</td>
</tr>
<tr>
<td></td>
<td>or group discussion).</td>
</tr>
</tbody>
</table>

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
I want students to access learning resources and collaborate with teachers and peers.

CloudDeakin ecosystem

- Acquire Resources
- Collaborate
- Assess
- Produce
- Discuss

I want students to produce and display evidence of learning.

I want students to find out what's going on and discuss learning with teachers and peers.

I want students to develop and submit assignments for assessment and feedback.

*Available as linked systems not full integrations.
Copyright and texts
General principles for selecting texts and readings for students include ensuring the material is contemporary, authentic and highly relevant to the unit. If unit chairs wish to set texts for purchase that they have authored, Academic Board approval is required.

Prescribed texts and recommended readings set for a unit are normally also made available to students through the Library. The Library has an electronic-format-preferred policy for information resources. Additional information is on the Library Collection Development pages.

Prescribed textbooks are not always made available to the Library by publishers, and in these cases the University may not be able to provide equitable access to information resources students need to complete courses. In that case, the University would not comply with the requirements of the Higher Education Support Act, the Higher Education Standards Framework and TEQSA guidelines. It is useful to discuss titles under consideration as a prescribed text with the Library in advance of a decision. Library staff are able to advise on alternative titles, or to have more detailed negotiations with publishers and seek the level of access the University requires.

While in general it is possible to use copyright material in a unit, there are exceptions and limits that need to be observed. Visit the Library webpage Teach for guides to all matters relating to copyright in teaching materials and reading lists. Library staff are available to assist with specific enquiries. In addition, the Copyright and Licensing wiki site offers detailed information and guides.

Learning design and cloud learning tools
From a student’s perspective, resources found in their unit site should be part of the unit’s learning story. In addition to providing essential resources (unit guides, notes, readings), a unit site should also help students make sense of an evolving narrative and engage them in self-directed learning.

We could consider a model of interactivity that encourages students to participate actively in their learning. Moore (1989) wrote about three types of interaction for distance learning (Learner-Content Interaction, Learner-Instructor Interaction and Learner-Learner Interaction). Others (Garrison, Anderson & Archer, 2000) have built on Moore’s work to think specifically about online types of interactivity that foster learner engagement. For example, a strong teacher to learner presence provides a student with ‘a sense of belonging, helping them to feel connected to community of learning and increasing their likelihood of persisting’ (Stone, 2016). In practice, this might involve welcoming students, being responsive in discussion forums, providing regular feedback and facilitating peer learning. Making use of appropriate digital tools is a key strategy when designing for cloud learning.

The CloudDeakin ecosystems includes a range of digital tools to support interactive learning experiences. Tools are normally embedded within unit sites to ensure accessibility. Detailed information and user guides for these tools are available from the Inclusive Teaching Toolkit.

**Collaboration tools (virtual classrooms)**

These tools are commonly used at Deakin to enable synchronous online communication and collaboration between staff and students. Participants can:

- talk online in real time
- chat via text online
- share videos, presentations and applications.
- work in groups

Two options are supported: BbCollaborate and Skype for Business.
**Learning and assessment activity tools**

These tools create online activities for individual students or groups.

- WordPress blogging tool creates online sites for individual students or for whole classes
- Turnitin text matching tool can assist students to identify poor referencing (see Chapter 6).

**Class recordings**

Classes in large teaching rooms are automatically recorded by the Lecture Recording system. Lecture recordings can also be booked in many smaller classrooms. Some classes use live-streaming to allow online students to join the class in real time.

Recordings are made available to students through unit sites and should be provided wherever possible. Where recording is available, students must be notified of classes which are not recorded and the reasons for this. Students with a disability may request captioned recordings and transcripts.

**Authoring and content tools**

Teaching teams use a range of tools for construction of unit sites and management of content. Tools include:

- Talis Aspire: for managing reading lists
- Smart Sparrow: for creating adaptive learning modules
- DeakinAir: for creating and managing video content.

**References**


**DEAKIN PRINCIPLES FOR LEARNING SPACES**

At Deakin, learning spaces are designed to facilitate active and collaborative student learning. They are designed to address specific educational needs, solve pedagogical problems, facilitate good practice and drive teaching and learning innovation.

**Learning Space affordances**

1. Spaces should be delightful and engaging and be designed for student comfort; this aids effective concentration, interaction and learning. This needs to take into account:
   - Surfaces and textures
   - Colour
   - Comfortable chairs and writing surfaces
   - Airflow and thermal control
   - Storage for items that come with the room as well as those brought into the room by students or staff
   - Natural light where possible
   - Adjacencies and proximities that create connections between formal and informal spaces and ease entry and exit
   - Accessibility and equity

2. Spaces should be designed to facilitate interaction and engagement between students as peers and between students and teaching teams. This includes attention to:
   - Size, shape and space organisation that facilitates different types of groupings and provides enough space with sufficient closeness to facilitate learning interactions
   - Lines of sight that allow for multiple uses and zones of activity, e.g. where active learning is promoted, lines of sight are to support group learning rather than traditional teacher-led class presentations
   - Appropriate technologies, including writable walls and electronic screen-based AV equipment that facilitate discussion and sharing
– Educator work point should be unobtrusive, flexible, and cater for educator accessibility and professional needs
– Zoned sub-spaces created through design (colour texture height of work surfaces etc) rather than physical dividers.

3. Spaces should be **technology enabled**, and technology design should aim to maximise flexibility, facilitate interaction and serve particular pedagogical needs of specialist spaces. Technologies should be seamless, elegant, and work readily, with easy instructions.
   – All teaching spaces should have core power and presentation systems, audio reinforcement (as appropriate to size). An appropriate proportion should have added capabilities (such as capture technologies, videoconference) and audio interaction (such as push to talk microphones for students, numerous mobile microphones or ceiling microphones to readily capture alternating student voices).
   – Power provision should be optimised to enable full flexibility.
   – Staff require immediate assistance when technologies malfunction, and ongoing capacity building to maximise the application of learning space technologies for student learning.

The audiovisual technology support for teaching and learning in each room is available at https://apps.deakin.edu.au/av-inventory/

**Informal spaces**

Current usage of the library shows students use this space who are enrolled in online courses along with campus enrolled students. The extension of library hours and high usage suggests informal learning spaces surrounding the library will also be used for learning out of hours provided they are safe with appropriate affordances and thermal comfort.

4. Informal spaces should be **inviting and porous**, creating a sense of community. Spaces need to be bright, light and airy environments with delightful, relaxing areas that students love to be in.

5. Informal spaces should accommodate users’ **varying learning needs** during and between trimesters (e.g., individual, group, exam prep), and allow for different traffic flows and types of activities.

6. Informal learning spaces should **inspire high utilisation** by students and be owned by students, encouraging the generation and sharing of ideas, like professionals.

7. Spaces should **enable interaction and collaboration** between students and informal spaces should facilitate cross-disciplinary connections.

8. **Students will use informal campus spaces to** synchronously engage in learning that is concurrently occurring in formal learning spaces, so affordances to enable this engagement will be required.

Designs are forward thinking, multifunctional, user-centric, driven by staff and students along with advice from the Campus Learning Spaces Committee members, including experts in:

- teaching and learning (Faculty teaching staff)
- space design (Facilities)
- technology fit-out (eSolutions)
- space allocation (Timetabling)
- accessibility (Equity and Diversity)
- financial sustainability (CFO’s Office)
- the student experience (DUSA or student representatives)
STUDENT PLACEMENTS

How do I ensure that students on placement have a quality learning experience?

Student placements (including industry-based learning, internships and practicums) are included as compulsory or optional components of many Deakin courses to build real-world skills that will contribute to students’ work-readiness.

While students are on a placement, Deakin remains responsible for their learning experiences and the quality of their supervision. We cannot delegate this to the host organisation.

Deakin’s Student Placement Procedure sets out the procedures that staff, students and hosts should follow when facilitating and managing student placements, while allowing for variations in approach and responsibilities from faculty to faculty. Talk to your student placement manager to find out how placements are managed and delivered in your faculty. You might find talking to the Disability Resource Centre, helpful if placement is complex for a student with a disability.

It is critical that students receive sufficient information before they undertake a placement to enable them to participate effectively.

Depending on the faculty, placements are overseen by the head of school or department, nominated course director or unit chair.

For some professional qualifications (e.g. nursing and teaching), placements are required by the accrediting agency as a pre-condition of completion and the consequences of failure are very serious for students. If students look like failing their placement you should contact the chair of your faculty academic progress committee.

SUPERVISED RESEARCH PROJECTS

How should I support students undertaking research projects as part of their course?

Deakin expects that students undertaking research as part of honours or coursework programs will be provided with appropriate support to develop research skills and outputs relevant to the field and the level of study. The specific obligations of unit chairs and the supervisors that they appoint are set out in the Research in Honours and Coursework Units Procedure. Here is a summary.

Unit chairs

- Ensure that students receive an appropriate induction, including training in research integrity, codes of conduct, ethics, occupational health and safety, intellectual property, Academic and Peer Support Services, the Disability Resource Centre and any other necessary matters
- Appoint a staff member with appropriate qualifications, knowledge, experience and time to supervise the student’s research (as set out in the Procedure)
- Arrange for alternative supervision if the supervisor is absent for more than two weeks
- Monitor any issues or conflicts between students and supervisors and initiate early strategies to reduce the impact on student progress.

Supervisors

- Allocate sufficient time for adequate supervision and agree with the students on a schedule of meetings
- Guide the student on:
  - choice and definition of research topic
  - planning the research
  - supporting the achievement of progress milestones
  - relevant literature
  - research methods, techniques and obligations
- Provide the student with feedback on work in progress and suggestions for improvement within a reasonable time-frame
- Encourage and support the presentation, publication and dissemination of the student’s research.
Assessment will be conducted according to the Assessment (Higher Education Courses) Procedure with the following additional requirements:

- **Assessors:**
  - will not have supervised the research and be independent of the conduct of the research
  - may be external to the University where an appropriate staff member is not available
  - will have appropriate qualifications and experience to assess the research project.
- Two or more assessors must assess the research where the unit is worth two or more credit points.

**WORKING WITH SESSIONAL STAFF**

**How can I support the sessional staff in my team?**

Unit chairs feature strongly in Principle 1: Quality of Learning and Teaching of the Sessional Staff Standards Framework (Office for Learning and Teaching Benchmarking leadership and advancement of standards for sessional teaching (OLT BLASST) project).

**Qualifications of sessional staff**

In general, sessional staff are required to have a qualification one AQF level higher than the course they will teach. For example, teaching into a bachelor degree (AQF level 7) requires a teacher to have a qualification at AQF level 8 (bachelor degree honours, graduate certificate or graduate diploma). However, Deakin also recognises professional experience deemed equivalent to formal qualifications. So, for example, a bachelor degree teacher may have a bachelor degree plus five years’ current experience in the profession or five years’ current teaching experience informed by scholarship in the discipline and teaching and learning practice.

Decisions related to equivalence of experience are decided by associate heads of school teaching and learning, on the advice of senior members of academic staff with expertise in the relevant discipline.

**Want to know more?**

For more detailed explanation of Deakin’s requirements and the criteria for equivalence, see the Course Design and Delivery Procedure, Schedule A: Academic Staff Qualifications and Equivalence Framework.

**Induction of sessional staff**

Responsibility for inducting sessional staff new to Deakin sits with faculties, schools and departments. Ideally, sessional staff should be provided with an induction to teaching and learning from a faculty or school perspective. Benchmarking leadership and advancement of standards for sessional teaching (BLASST) faculty level standard 1.2a advises that a good practice standard includes a paid induction providing a range of strategies to support sessional staff in learning and teaching.

In 2017, the Deakin Enterprise Bargaining Agreement included provision for four hours of paid professional development for sessional staff per year of employment. (See Schedule G, Casual Academic Rates, Academic casual staff compliance, learning and development package, 19 and 20, page 99, Enterprise Agreement, 2017). The intention of this provision is to offer ongoing teaching and learning professional development for sessional teaching staff at Deakin. In practice, faculties will be responsible for the management and recording of the professional development activities, and the recording and payment to sessional staff.
Paid professional development could include:

- One hour of University compliance training (priorities: code of conduct, consent matters, workplace discrimination and harassment)
- Two hours of teaching and learning capacity-building: introduction for new sessional staff (Faculty-specific induction, or, online induction module ‘Teaching Essentials’), or extension activities/online modules in subsequent years of employment as defined by the Faculty. Online modules for paid professional development for sessionals can be accessed via the ‘self-registration’ tab on a staff member’s CloudDeakin homepage.
- One hour of local professional development activity (E.g., peer moderation of assessment).

**Supporting sessional staff**

Strategies for unit chairs to support sessional staff include:

<table>
<thead>
<tr>
<th>Working as a teaching team</th>
<th>Supervising and mentoring sessional staff</th>
<th>Supporting sessional staff in assessment processes</th>
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<tbody>
<tr>
<td>• Write a teaching plan for each seminar</td>
<td>• Give sessional staff school or faculty hard copies of all sessional handbooks* (or equivalent)</td>
<td>• Provide links to relevant assessment policies and procedures</td>
</tr>
<tr>
<td>• Create a teaching team forum on the unit site.</td>
<td>• Show sessional staff teaching and learning resources (faculty sites such as Health Innovation, Learning and Teaching Network, and the CloudDeakin self-registering resource Sessional Staff Professional Learning Modules, for paid professional learning)</td>
<td>• Provide hard copy of online teaching and marking sessional handbook* (or equivalent)</td>
</tr>
</tbody>
</table>

* Collaborative writing project between Deakin Learning Futures (DLF) and schools. Completed: Life and Environmental Sciences, Nursing and Midwifery, Faculty of Arts and Education, Architecture and Built Environment, Marketing, Information Technology, Psychology, Health and Social Development. Contact Julia Savage (DLF) for further information.

Want to know more?
For more ideas see the module Working with sessional staff in CloudDeakin—self-register in the Curriculum Design for Unit Chairs resource (via the ‘Self-registration’ tab on your CloudDeakin site).

**References**

Sessional staff standards framework (OLT Fellowship).

**STUDY PERIODS**

**What are the key dates in Deakin’s academic calendar?**

Deakin uses the trimester academic calendar for most courses, although different study periods are used for some courses and units. Courses that are delivered on a trimester basis should make use of the trimester system to enhance student flexibility in relation to study load and study duration. To shorten the duration of particular courses, study in all three trimesters may be required.

Calendars for courses that use semester study periods are available in the University Handbook.
Start Anytime

Students enrolled in Start Anytime units can fast-track the unit and complete it in as little as four weeks or take their time and complete it over a year. There are no assignment deadlines and students can complete work within a timeframe that works for them.

Start Anytime is available in four units that are part of several postgraduate business degrees and in work-integrated learning units.

If you’re interested in offering a unit in Start Anytime mode, talk to your associate head of school or associate dean teaching and learning.

INFORMATION FOR STUDENTS

What information do students need about their course or units?

Deakin aims to ensure that students can access clear, concise and compelling information about the right courses for them and their employment and career opportunities.

It is important that the promises we make to prospective students through our marketing materials, agents, website and handbook are met and that students receive the learning experience they sign up for. This is an important consideration when courses and units are revised, and transitional arrangements may need to be considered to ensure that students are not disadvantaged (see Chapter 8).

University Handbook

Current information about all courses and units is included in the online University Handbook which is the source of truth for unit and course information. Information in the Handbook includes a range information such as. The full list is contained in the Course Specifications Guidelines (link):

<table>
<thead>
<tr>
<th>Course information</th>
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<tbody>
<tr>
<td>• Course learning outcomes</td>
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<tr>
<td>• Delivery locations</td>
</tr>
<tr>
<td>• Duration</td>
</tr>
<tr>
<td>• Requirements for completion</td>
</tr>
<tr>
<td>• Course structure</td>
</tr>
<tr>
<td>• Recognition by professional bodies</td>
</tr>
<tr>
<td>• Career opportunities</td>
</tr>
<tr>
<td>• Mandatory or compulsory work placement, community engagement or online study</td>
</tr>
<tr>
<td>• CRICOS registration (where the course is offered to international students studying in Australia on a study visa).</td>
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<table>
<thead>
<tr>
<th>Unit information</th>
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<tbody>
<tr>
<td>• When and where unit is offered</td>
</tr>
<tr>
<td>• Pre-requisites, co-requisites and incompatibilities</td>
</tr>
<tr>
<td>• Scope of content</td>
</tr>
<tr>
<td>• Timetabled classes and seminars (physical and cloud)</td>
</tr>
<tr>
<td>• Nature and weighting of assessment tasks</td>
</tr>
<tr>
<td>• Requirements to successfully complete the unit</td>
</tr>
<tr>
<td>• Resources required to successfully complete the unit</td>
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<tr>
<td>• Details of mandatory or optional.</td>
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</tbody>
</table>

For a full list of requirements, see the Course Design and Delivery Procedure, cl 43.

Information for prospective students about Deakin’s courses is also available on the public website.
**Handbook updates**

Between April and July each year, faculty or school curriculum teams coordinate an update of the curriculum and Handbook entries. The content of the Handbook for the following year is finalised and released in July.

The entries in the Handbook are derived from course specifications approved by the Academic Board or faculty board (depending on the nature of the specification). You should plan well ahead to ensure that any changes are approved in time for inclusion when the Handbook is released so that information is accurate and remains as stable as possible.

While not ideal, it may be necessary to revise information in the Handbook after the annual update to include later course revisions.

**Unit Guides**

All units must have a unit guide completed or updated by the unit chair for each offering of the unit and included at the top level of the unit site in accordance with the [Minimum Standards for Unit Sites](#).

The processes for preparing the unit guide vary from faculty to faculty and are managed by your faculty or school curriculum team.

All unit guides must conform to a standard template developed by the Pro Vice-Chancellor Teaching and Learning in consultation with faculties and other relevant areas (including appropriate design for inclusion and accessibility). The following information must be included:

1. unit learning outcomes and scope of content
2. unit learning activities, including requirements for attendance at timetabled classes and seminars, and indicative workload
3. unit assessment tasks including:
   a. clearly articulated assessment criteria for tasks that require the exercise of academic judgement
   b. alignment with the unit learning outcomes and Deakin Graduate Learning Outcomes
   c. due dates and other requirements
   d. any provision for negotiation of assessment tasks (e.g. allowing students to nominate topics) and a clear statement of the negotiation process
   e. rules on submission, including extensions, penalties for late submission and final submission date
   f. any hurdle requirements
   g. the period of time within which feedback is provided on assessment
4. support available to students
5. improvements made to the unit in response to student feedback
6. resources required to complete the unit.

Want to know more?

See: Course Design and Delivery Procedure, cl 44.

Inclusive Teaching Toolkit

**Marketing materials**

Course leaders have an important role in providing accurate and timely information for course marketing materials.

It is a specific requirement in the Standards for Higher Education that representations about Deakin, its courses and charges by us or other parties (including agents) must be accurate and not misleading.

The ESOS National Code also requires us to ensure that:

- our marketing is professional, accurate and maintains the integrity and reputation of the sector
- our CRICOS is number is included in written marketing and other material for students
- we do not make false or misleading claims.

Talk to your faculty's curriculum team for information about quality assurance processes and timelines.
SUPPORTING THE STUDENT EXPERIENCE

What information and help is available for students with particular needs?

Students should expect to feel supported by the University as they progress through their studies irrespective of their background or mode or place of study. To complement the roles of course leaders and teachers in designing and delivering an inclusive curriculum, Deakin has a wide range of central services and information available to support student learning and success. DeakinSync provides students with a single entry point to information about these services.

Course leaders and teachers should be aware of the support on offer so that they can refer students to information or help where it is needed.

Below is a summary of academic and other support and information available to students. Links to more detailed information are provided.

Study support

<table>
<thead>
<tr>
<th>Study support home page</th>
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<tbody>
<tr>
<td>UniStart</td>
</tr>
<tr>
<td>Online modules providing brief introduction to assist students to prepare for their study at Deakin</td>
</tr>
<tr>
<td>Includes links to information about orientation sessions and academic skill development services.</td>
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<table>
<thead>
<tr>
<th>Academic skills resources</th>
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<tbody>
<tr>
<td>Preparing for study</td>
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<td>• organising studies</td>
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<td>• digital study tools</td>
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<tr>
<td>• assignment planner</td>
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<tr>
<td>• academic integrity</td>
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<tr>
<td>• researching</td>
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<tr>
<td>• critical thinking, reading and note-taking</td>
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<tr>
<td>• participating in discussion</td>
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<tr>
<td>Writing</td>
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<td>• academic style</td>
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<td>• drafting and proofreading</td>
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<tr>
<td>Maths</td>
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<tr>
<td>• Ask a Maths Mentor</td>
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<tr>
<td>• portals to general and discipline-specific information and resources</td>
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<tr>
<td>Assignment types</td>
</tr>
<tr>
<td>• essays</td>
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<tr>
<td>• reports</td>
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<td>• reflective writing</td>
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<td>• oral presentations</td>
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<tr>
<td>Exams</td>
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<tr>
<td>• preparation</td>
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<tr>
<td>• confidence</td>
</tr>
<tr>
<td>• relaxation techniques</td>
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<tr>
<td>Study support home page</td>
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<td>-------------------------</td>
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<tr>
<td><strong>Library</strong></td>
</tr>
<tr>
<td>• a wide range of high quality information resources</td>
</tr>
<tr>
<td>• online guides including Study and Library Resource Guides to help students get started with their research for assessment tasks</td>
</tr>
<tr>
<td>• assists students with their information needs by providing individual advice online or in person</td>
</tr>
<tr>
<td>• students can contact their Liaison Librarian to discuss finding, using and sharing information for their assessment tasks</td>
</tr>
<tr>
<td>• provides services for students with a disability including access to resources and rooms equipped with assistive technology.</td>
</tr>
<tr>
<td><strong>Ask Study Support</strong></td>
</tr>
<tr>
<td>• email link for advice on referencing or starting an assignment</td>
</tr>
<tr>
<td>• how to access Writing Mentors and Maths Mentors</td>
</tr>
<tr>
<td><strong>English language and communication</strong></td>
</tr>
<tr>
<td>• WordPower—a program including face-to-face workshops and online activities to improve English language skills within disciplines</td>
</tr>
<tr>
<td>• Clarity English Programs—a suite of self-paced interactive English language programs</td>
</tr>
<tr>
<td>• iDeal—a free online diagnostic test that helps students to identify areas where they might improve English language and communication skills and services and programs to assist them.</td>
</tr>
<tr>
<td><strong>Students Helping Students Hub</strong></td>
</tr>
<tr>
<td>• find a mentor</td>
</tr>
<tr>
<td>• become a mentor</td>
</tr>
<tr>
<td><strong>PASS program</strong></td>
</tr>
<tr>
<td>• CloudPASS is the online version for cloud units, conducted in Skype for Business</td>
</tr>
<tr>
<td><strong>Higher degree and research (HDR) students</strong></td>
</tr>
<tr>
<td>• HDR cloud site</td>
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<tr>
<td>• thesis study groups</td>
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<tr>
<td><strong>IT Help</strong></td>
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<tr>
<td>• passwords</td>
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<td>• Wi-Fi</td>
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<tr>
<td>• printing</td>
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<td>• email &amp; calendar</td>
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<tr>
<td>• software</td>
</tr>
<tr>
<td>• hardware</td>
</tr>
<tr>
<td>• CloudDeakin</td>
</tr>
<tr>
<td>• files &amp; syncing</td>
</tr>
<tr>
<td>• phone &amp; Skype.</td>
</tr>
</tbody>
</table>

### Other support

| **Career planning** | DeakinTALENT—programs, resources and services to help student explore career interests and connect with employers |  |
| **Disability services** | Information about Disability Resource Centre services to assist students with disability, health or mental health conditions to participate in university life, including: |
| • development of Learning Access Plans (LAPS) |  |
| • assistance to produce accessible study materials |  |
| • advice on adjustments to assessments |  |
| • assistance with note-taking, Australian sign language (AUSLAN) interpretation or laboratory work |  |
| • advice on Library services |  |
| • advice on assistive technology |  |
| • support during practical sessions and placements |  |
**Health and wellbeing**
Range of services to help students stay healthy and safe, including:
• Safer Community service for students who feel threatened or unsafe
• medical centres
• multi-faith chaplains
• counselling services

**Advocacy and legal advice**
Deakin University Student Association (DUSA) services, including:
• student advocacy in academic and disciplinary matters
• free legal service

**International student advisers**
• essential information for international students
• information about support provided by International Student Support team, including visa requirements, cultural and personal difficulties and crisis management

**Financial support**
Information about financial support available to students including:
• general student loans or tuition fee loans (for international students)
• international student scholarships and bursaries.

**Students under 18**
While the University is an adult learning environment, we enrol some students under 18. While Deakin does not take on parental responsibility, we need to facilitate the successful entry, transition, learning and support of underage students.

Deakin’s Underage Student Management Policy explains what support underage students can receive. Students aged 17 are treated as independent, mature individuals and are not provided with additional support unless specifically requested.

As part of the enrolment process, consent from the parent or guardian is given for underage students to attend field trips, excursions or other off-site study activities. Students under 17 cannot attend an overnight activity unless accompanied by a parent or guardian. Regardless of parental consent the University can still decide that some activities are not suitable for underage students.

In addition, under the National Code, the University must ensure that appropriate arrangements are made to protect the safety and social wellbeing of international underage students not being cared for in Australia by a parent or suitable nominated relative. The underage policy will shortly be updated to include international student obligations.

Staff members who are concerned about the wellbeing of an underage students should raise their concerns with the Executive Director, Student Life or faculty general manager.
MONITORING ACADEMIC PROGRESS

How do we monitor progress to ensure students get help when needed?

Each trimester, faculty committees review the academic progress of students to ensure that they are satisfactorily advancing towards the completion of their degree. Monitoring academic progress provides the University with an opportunity to provide targeted advice, referral or assistance to students who are having difficulties completing their unit or course requirements.

<table>
<thead>
<tr>
<th>Progress status</th>
<th>Criteria1</th>
<th>Actions by committee2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are at risk of unsatisfactory progress where they:</td>
<td>• fail one or more units in a trimester or • are unlikely to complete their course within the maximum period of study</td>
<td>• notifies student in writing • implements strategy to assist student to improve performance</td>
</tr>
<tr>
<td>Students have made unsatisfactory progress where they:</td>
<td>• fail at least 50% of credit points in each of the preceding two trimesters or • fail a unit twice or • fail a compulsory practicum or placement or • will not complete their course within the maximum period of study</td>
<td>• notifies student in writing • may propose one or more specified actions, including: – warning – restrictions on enrolment or specification of units to be completed – exclusion from course for minimum period of three trimesters.</td>
</tr>
</tbody>
</table>

1 Trial indicators of unsatisfactory progress of students enrolled in professional practice courses were approved by Academic Board in July 2016.

2 See Academic Progress Procedure, Schedule A.

Students may accept the proposed process or make a submission as to why the proposed action should not be implemented.

For the details of these processes, see the Academic Progress Procedure.

For faculty-specific information about academic progress processes, check the Academic progress page.

STUDENT COMPLAINTS

What should I do when a student complains about my course or unit?

From time to time students will complain about some aspect of course or unit management or delivery. In the first instance, students are encouraged to raise their concerns directly with the responsible person or area. If a student contacts you with concerns about the course or a unit, listen to what they have to say and try to resolve their concerns informally if you can. Where a student raises issues that are serious, complicated or require investigation, or the student refuses to accept your initial response to their concerns, you should advise them to lodge a complaint through the University’s Student Complaints Resolution policy and procedure.

The Concerns and Complaints webpage provides information about the formal complaint resolution process and about the people and services who can support students raising different issues. Safer Community can assist students who say they feel threatened or unsafe, and students who mention discrimination, sexual harassment, victimisation or bullying should be referred to the University’s Harassment and Discrimination Contact Officers for advice and support. (Both groups also provide advice for staff.)

For more information about the University’s complaint resolution process, or suggestions about how to respond to a particular issue, contact the Manager, Student Complaints and Appeals.
CHAPTER 5: ASSESSMENT AND FEEDBACK

This chapter explains:
• how to design assessment to support effective learning and assure achievement
• policy requirements that affect assessment design
• how to provide effective feedback that assists learning
• how to ensure that consistent standards are applied in assessing student work
• what you need to know about managing assessment and finalising results.

ASSESSMENT AT DEAKIN

Assessment is at the centre of teaching and learning at Deakin. What principles must I apply in its design and delivery?

Deakin recognises that well-designed assessment is central to good teaching and learning. It is also critical to assuring that our students have achieved learning outcomes at the appropriate level. All course learning outcomes must be assessed and evidenced by the end of the course.

The principles underpinning assessment at Deakin are set out in the Deakin Curriculum Framework.

Assessment at Deakin:
• is fair, equitable and inclusive
• places assessment for learning at the centre of unit and course design
• prompts diagnostic, timely, and meaningful formative feedback, and summative judgments about performance against clearly articulated criteria and standards
• is reliable and valid
• simulates the challenges students will encounter in their future professional, personal and civic lives
• ensures academic and (where relevant) research integrity and elicits inclusive and trustworthy evidence of student achievement
• ensures students are inducted into assessment practices and cultures
• includes self-assessment and peer assessment where appropriate
• is manageable and sustainable for staff and students
• inculcates in students the lifelong practice of creating and curating evidence of their achievements and professional readiness.

EFFECTIVE ASSESSMENT DESIGN

How do I design authentic assessments that support effective learning and elicit good evidence that students have achieved course learning outcomes?

Assessment should be designed to:
1. progressively build students’ knowledge and skills and encourage effective approaches to learning
2. protect academic standards by assuring achievement of learning outcomes at the appropriate level.

This is done through a balance of:
• formative assessment that provides feedback on student learning
• summative assessment that measures the level of a student’s success in achieving learning outcomes and contributes to the student’s final grade/mark.

The same assessment task can be both formative and summative. The Assessment Design Decisions site presents a framework for assessment and contains links to many assessment design resources.
Aligning learning outcomes and assessment

Assessment design is driven by the learning outcomes for the course and unit. A course-level view should be adopted to ensure that assessment is balanced and inclusive, supports progressive learning and assures student achievement at the appropriate level.

The achievement of course learning outcomes is usually assured through assessment in units with aligned unit learning outcomes. Assessment tasks in turn should be aligned to the unit learning outcomes. This alignment enables us to demonstrate achievement of expected learning at the appropriate standard.

Course learning outcomes

Aligned to Deakin Graduate Learning Outcomes, Australian Qualifications Framework, discipline standards, accreditation requirements and other relevant national and international comparators

Unit learning outcomes

Aligned to relevant course learning outcomes

Unit assessment tasks

Validly and reliably assess achievement of unit learning outcomes and contribute to assurance that students have achieved the course learning outcomes

Alignment is documented in course proposals using approved templates.

A unit typically contributes to assurance of the achievement of several course learning outcomes, although capstone units may involve the holistic assessment of the full suite of course learning outcomes.

Appropriate assessment tasks

A variety of types of assessment task can be used as appropriate through a course to meet the objectives of assessment, the needs of our diverse student body and the requirements of external accreditation bodies.

When choosing and designing assessment tasks, use the following critical questions as a guide (Boud 1998):

- Are the tasks authentic and set in a realistic context?
- Are worthwhile activities included in their own right?
- Do they permit a holistic rather than a fragmented approach?
- Do they prompt student self-assessment?
- Can students tailor them to their own needs and interests?
- Are they likely to be interpreted by students in a way that is fundamentally different to that of the designer?
- Do they make assumptions about the subject matter or the learner that are irrelevant to the task and which are perceived differently by different groups of students (e.g. use of unnecessarily gender-specific examples, assumptions about characteristics)?
The use of **authentic assessment** that simulates the challenges that students will encounter in their future professional, personal and civic lives is a key principle that should inform assessment design at Deakin. Authentic tasks can be more stimulating and motivating than traditional abstract assessment tasks and enable students to practise and develop skills that will equip them for success beyond the educational environment.

Authentic tasks may take place in an external setting but can also be included as part of normal course activity by, for example, asking students to identify and solve a problem and/or present information in a real setting (see [Authentic activities on the Assessment Futures website](https://assessmentfutures.org/)).

**Examples of authentic formats for presenting information**

- Business plan
- Tender for a contract
- Report for a community group
- Pitch or proposal
- Product for a client
- Report to a manager
- Blog post
- YouTube clip
- Press release
- Book review
- Film trailer
- Debate
- Research ethics proposal

**Want to know more?**

For further information about authentic assessment, check the CloudDeakin module Curriculum Development for Unit Chairs, Authentic Assessments.

Go to the ‘Self-registration’ tab on your CloudDeakin homepage to enrol.

When choosing assessment tasks, you should also consider strategies for **minimising opportunities for student cheating**. These are discussed in Chapter 6.

**Assessment task checklist**

When you are choosing and designing a new assessment task ask yourself these questions:

- How authentic is the task?
- How validly does it assess relevant learning outcomes?
- Are the assessment instructions as clear as possible?
- Does the assessment rubric support students to address the task?
- Do learning activities prepare students for the task?
- Do students have opportunities to engage in formative feedback?
- Does the summative feedback method include direct suggestions for improvement?
- Is the workload to complete the task reasonable (noting that the total workload for a one credit point unit is typically 150 hours)?
- Does the task take into consideration inclusive practice?
- Does the task minimise opportunities for student cheating?
- Does the task require new forms of referencing and citation?
- Will students have reasonable access to any resources and/or facilities required to complete the task?
- Will the completion of the task involve ethics clearance?
- Does the task meet Deakin’s policy requirements?
- Does the task meet the requirements of external accreditation bodies where relevant?
GROUP ASSESSMENT

How can I use group assessment effectively to develop students’ skills and assess their achievement?

Group work is a valued method of developing and assuring Deakin graduates’ ability to work flexibly and productively in teams. Assessment of this learning outcome usually needs to be assessed directly, that is, in terms of students showing that they can work in teams, rather than indirectly through knowing about working in teams. This can be done through various kinds of group assessment.

When designing group assessment tasks you need to decide:

• whether the group will be allocated one mark for the assessment task or whether the individual efforts of team members will be assessed
• whether the process or the product (or both) of the group task will be assessed.

The decision depends on exactly what form the relevant learning outcome takes.

Before they start, students need to understand the assessment criteria and how evidence of their work needs to be documented.

Assessing the process of a group task

Assessment of the process of a group task enables the development and demonstration of skills relevant to the following Deakin Graduate Learning Outcomes: teamwork, self-management, problem-solving and (at times) global citizenship. The marking rubric must detail the visible attributes of group work behaviours that are being assessed.

Approaches to assessing the process of group work can include:

<table>
<thead>
<tr>
<th>Evaluation work log</th>
<th>Students record and evaluate their own and others’ contributions to the task. This requires a strong framework, and students should be provided with specific questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of roles</td>
<td>Roles are specified for individual students within the group. Part of the task could involve students defining the roles and responsibilities of group members.</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Students provide a structured self-assessment of the process of group work that contributes to the assessment of the task.</td>
</tr>
</tbody>
</table>

Assessing the product of a group task

Groups can be asked to produce a range of outputs, including reports, posters, webpages or other forms of media, models or artefacts.

Technologies are available that can assist in assessing the products of group work. For example, MediaWiki allows a number of students to create and edit a webpage. Groups of students can collaborate on creating an assessment product (and the assessor as the wiki administrator can identify individual students’ contributions if desired).

When assessing a product it needs to be clear how the judgement of the product enables inferences to be made about the learning outcomes specifically related to group work.

Assessing individual students’ contributions can also be achieved by using a jigsaw method of task allocation. Each group member is allocated a section of the whole assessment task. The successful completion of the task relies on collaboration between team members.

Want to know more?

Curriculum Development for Unit Chairs—self-enrol via the ‘Self-registration’ tab on your CloudDeakin homepage.
Inclusive Teaching Toolkit
A Quick Guide to Assessment. Good practice principles in Practice: Teaching Across Cultures
## POLICY REQUIREMENTS RELEVANT TO ASSESSMENT DESIGN

**What minimum policy requirements should I be aware of when designing assessment?**

Assessment design should take into account Deakin’s policy requirements that provide a baseline for implementing our assessment principles. These requirements are set out in the *Assessment (Higher Education Courses) Procedure* and are summarised below.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of summative assessment tasks</strong></td>
<td>Every unit has at least two summative assessment tasks that occur during the study period.</td>
</tr>
<tr>
<td><strong>Maximum weighting of summative assessment tasks</strong></td>
<td>With the exception of theses, portfolios and units worth two or more credit points, the maximum weighting of any assessment task, including examinations, is 60% of the mark for the unit. Portfolios may be worth 100% of the mark for the unit provided students are progressively given detailed formative feedback that can be incorporated into their work. The maximum weighting of the collective component of a group assessment is 50% of the mark for the unit. The total maximum weighting of any unsupervised tests that are administered online and automatically computer marked is 20% of the mark for the unit (see below for administration standards).</td>
</tr>
<tr>
<td><strong>Repeat of assessment tasks</strong></td>
<td>Assessment tasks, including examination papers, cannot be repeated in subsequent offerings of a unit in a way that compromises academic integrity.</td>
</tr>
<tr>
<td><strong>Choice of alternative questions or topics</strong></td>
<td>When an assessment task allows students to choose from alternative questions or topics, the standard and degree of difficulty of the options must be the same as far as is reasonably practicable.</td>
</tr>
<tr>
<td><strong>Hurdle requirements</strong></td>
<td>A hurdle requirement is a condition that must be met (other than the overall mark) for a student to pass a unit. It must be clearly linked to course learning outcomes and standards.</td>
</tr>
<tr>
<td><strong>Examinations (centrally organised)</strong></td>
<td>Examinations are between 1½ and 2 hours in duration unless professional accreditation requirements specify otherwise. Two papers are prepared for use during the examination period; one is randomly allocated for use in Australia and the other for use in other time zones. Each different examination is at least 75% different from each of the other examinations set in a study period.</td>
</tr>
<tr>
<td><strong>Online tests</strong></td>
<td>Online unsupervised tests which are automatically computer marked are conducted in accordance with Standards set out in <em>Schedule C</em>. The standards cover size of question pool, time limits for completion, period of availability, release of answers. Tests provided by publishing companies cannot be used unless granted an exemption by the Deputy Vice-Chancellor Education.</td>
</tr>
</tbody>
</table>

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dtatch.deakin.edu.au.
**Alternative assessment arrangements for students with a disability or health condition**

Alternative assessment arrangements may be provided for students with a disability or health condition (see cl 40 of the Assessment (Higher Education Courses) Procedure).

The Disability Resource Centres liaise with the associate dean teaching and learning to prepare a learning access plan (LAP) for the student and to ensure that the assessment is equivalent in academic standard to assessment provided for other students. The Division of Student Administration is also consulted where the LAP involves a change to examination arrangements, including extra time, changes to the physical environment or alternative examination materials.

**FEEDBACK ON ASSESSMENT**

**How can I provide effective feedback that assists student learning and engagement?**

Clear and meaningful feedback is a critical part of effective teaching, learning and assessment practice. Feedback should be clearly linked to the assessment criteria and aim to:

- assist learning
- reward achievement
- provide encouragement
- explain results
- enable students to improve their understanding and performance.

Individual and group feedback should be provided to students in a variety of formats. Mechanisms for synchronous/non-synchronous feedback and communication between teachers and students in the online learning environment should be provided.

**Feedback on summative assessment**

Summative assessment provides an important opportunity to offer constructive information to support student learning. The challenge is to deliver it so that it will be heard and acted upon when students are focussed on an accompanying mark or grade.

Effective summative feedback is:

<table>
<thead>
<tr>
<th>Timely</th>
<th>Students should receive feedback on assessment tasks in time to benefit them in preparing for the next assessment task, normally within 15 working days of the original due date. This is a policy requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific and actionable</td>
<td>Provide students with specific feedback that suggests how they could do better next time.</td>
</tr>
<tr>
<td></td>
<td>Focus on priority areas for improvement rather than commenting on every small matter. Too much feedback can distract students from the feedback they need most.</td>
</tr>
<tr>
<td></td>
<td>Direct attention to resources that may assist students improve future work, e.g. models or exemplars.</td>
</tr>
<tr>
<td>Positive and respectful</td>
<td>Tell the student specifically what they did well and not so well. Keep your tone sympathetic. Avoid using words such as ‘weak’ or ‘poor’ that might close down communication.</td>
</tr>
<tr>
<td></td>
<td>Express feedback in a style that makes it clear that you believe that the student can improve.</td>
</tr>
<tr>
<td></td>
<td>Focus comments on the text rather than the student, particularly where comments are critical.</td>
</tr>
<tr>
<td>Structured</td>
<td>Assessment rubrics, with explicit criteria and descriptions of expected performance at each grade level, are useful for providing structured feedback (along with class, peer to peer, and teacher to student discussion about the criteria and performance).</td>
</tr>
</tbody>
</table>
You can encourage students to engage with and learn from feedback by, for example, asking them to:
• indicate when submitting their work on which aspects they would particularly like comments respond selectively to comments
• indicate what feedback they found useful
• develop a short action plan in response to feedback
• explain in their next assignment how they incorporated the feedback
• give feedback summary to the whole class.

Keep in mind that the provision of helpful information during a unit while students are still engaged with the subject has a greater impact on their learning that at the end.

Students can request feedback from the unit chair on their performance in an examination within four weeks of the examination.

**Formative feedback**
Formative feedback on student activities where no mark is involved is also an important part of effective teaching and learning practice. This includes:
• responding to questions in class (located or Cloud)
• commenting on work in class (located or Cloud)
• commenting on discussion boards for group work
• joining in student group discussions
• guiding self and peer review using assessment rubrics.

**Want to know more?**
• The CloudDeakin resource **Curriculum Development for Unit Chairs** has a practical guide to formative assessment practices under the topic **Feedback**. Self-enrol via the ‘Self-registration’ tab in CloudDeakin.
• **CRADLE Suggests: Feedback Strategies to Make a Difference**
• **Feedback for Learning – OLT project**
• The **Health Innovative Learning and Teaching Network** has an excellent resource about formative assessment.
• **Inclusive Teaching Toolkit.**
• **Vanderbilt University’s Center for Teaching** has many examples of useful face-to-face and online formative assessment activities.

**MARKING AND MODERATION**
**How do I ensure that consistent standards are applied in assessing student work?**

Deakin uses criterion-referenced assessment strategies. Students’ performance on an assessment task is assessed by a qualified marker or group of markers against pre-determined standards and criteria, not against the performance of other students.

Assessment usually results in a mark or grade that represents the level of achievement for each student. Marks or grades are linked to the learning outcomes being assessed by a marking rubric which describes criteria (what is being assessed) and standards (level of achievement). Deakin’s grading schema is set out in Schedule A to the **Assessment (Higher Education Courses) Procedure**.
Deakin’s grading schema

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage marks for unit/other criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>High distinction</td>
<td>80% or over</td>
</tr>
<tr>
<td>Distinction</td>
<td>70–79%</td>
</tr>
<tr>
<td>Credit</td>
<td>60–69%</td>
</tr>
<tr>
<td>Pass</td>
<td>50–59%</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 50%</td>
</tr>
<tr>
<td>Ungraded Pass</td>
<td>When pass or fail are the only possible outcomes</td>
</tr>
</tbody>
</table>

1 A Pass Conceded grade may also be awarded in limited circumstances prescribed by the Assessment (Higher Education Courses) Procedure.

A student may request the unit chair to check that their mark for an individual assessment task is correct or to provide additional feedback on their performance. Students may also apply in writing to the unit chair to have work re-marked where they can demonstrate that it was not initially marked in accordance with the marking criteria.

Marking rubrics

The assessment panel develops a marking rubric for each assessable task where marking involves the exercise of academic judgement.

Marking rubrics make explicit the criteria against which students’ work will be assessed and describe the expected performance at each grade level. Marking criteria should directly reflect the learning outcomes developed in the unit. They are important in guiding students through the task and improving comparability of marking. They also provide a useful teaching tool that can be used for peer and self-assessment and for providing constructive feedback.

Sample criterion and descriptors for an essay presenting an argued position

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which ideas are developed and evaluated</td>
<td>Clearly-stated, big picture position is elaborated and supported both in additional argument and reference to evidence, in detail, over the course of the essay. Contains systematic, reasoned explanations for the critical, evaluative points made</td>
<td>Ideas support big picture, with evidence, over the course of the essay. Includes evaluative points about strengths and weaknesses of evidence/content in the essay</td>
<td>Evidence of development of central ideas, with some, but inconsistent evaluative explanations</td>
<td>Basic ideas presented; not all ideas relevant or supported.</td>
<td>Inadequate, oversimplified exploration of ideas, lack of development</td>
</tr>
</tbody>
</table>

Descriptors should be as explicit as possible to make it clear to students and markers what performance for each criterion looks like at each performance level. Avoid using general words that may be interpreted differently by different people, e.g. inadequate, accurate, coherent, creative, quality, strong.
Want to know more?
For information on how to write and use marking rubrics effectively check the following:
• Deakin Learning Futures CloudDeakin resource—Curriculum Development for Unit Chairs, Writing rubrics for effective feedback. Self-enrol via the ‘Self-registration’ tab in CloudDeakin
• Using Assessment Rubrics (The University of New South Wales)

Comparability of assessment
Where assessment is marked by more than one person, the marks must be moderated to ensure that standards are consistent and there is no marker bias. Approved methods for ensuring that marks or grades are comparable are set out in Schedule B to the Assessment (Higher Education Courses) Procedure. A summary is provided below but you should check the Schedule for the detailed requirements.

<table>
<thead>
<tr>
<th>Method A: Objective test questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective test questions have answers that are unique and unequivocal or have a limited range of possible answers (e.g. multiple choice, calculations, single word or simple phrase answers). Comparability of assessment can be assumed even with multiple markers, as long as they are correctly instructed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method B: Single marker assessment with marking guide or rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single marker marks the work of all students (or a component of it) using a marking guide or rubric. From time-to-time the marker reassesses work already marked to ensure that the standard is consistent.</td>
</tr>
<tr>
<td>Where the marker is not a member of the assessment panel or is new to it, a sample is re-marked across grade levels to confirm the standard.</td>
</tr>
<tr>
<td>The unit chair and marker may first mark a sample of work and agree on assessment standards before marking commences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method C: Second marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there is a group of markers, the unit chair (or qualified nominee) second marks a sample of work marked by each marker across grade levels.</td>
</tr>
<tr>
<td>All markers may mark a sample of work and agree on assessment standards before marking starts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method D: Blind double marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>This method can be used, for example, in project marking.</td>
</tr>
<tr>
<td>Two markers independently mark the work of each student. Marks are averaged where they are within 10 percentage points of each other. Where they differ by more than this, a third marker examines the work and the mark is determined as set out in the Schedule.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method E: Panel marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>This involves independent assessment by two or more markers and may be used, for example, for oral presentations, poster presentations, performances and other transient assessment work.</td>
</tr>
<tr>
<td>Where the panel is not the same for all students, where possible one member of the panel chairs all panels.</td>
</tr>
<tr>
<td>Records must be kept to verify the independent assessment of each panel member.</td>
</tr>
</tbody>
</table>

When marking it is important to ensure the scale being used is not more fine grained than can be justified by the task set as it may generate indefensible outcomes. For example, it is unlikely that typical essays can be reliably marked to greater than 5 per cent accuracy.
MANAGING ASSESSMENT AND FINALISING RESULTS

What do I need to know about managing assessment and finalising results?

This section provides a quick reference to the requirements for managing assessment and finalising results. For more detail, you should check:

- the requirements in the Assessment (Higher Education Courses) Procedure; and
- your faculty’s unit chair guide, which outlines the detailed processes that you should follow.

Assessment Panels

Assessment panels are appointed by faculty boards for each unit on the advice of schools to:

- review and approve assessment design and associated rubrics
- approve examination papers
- consider achievement of students undertaking the unit.

They comprise at least two continuing or fixed-term (at least three years) academic staff members, including the unit chair who chairs the panel.

Assessment panels should actively engage in the assessment of the unit by ensuring that students are provided with assessment that matches the unit level and challenges students appropriately. Members of the panel should also be involved in assuring that appropriate standards are set, communicated to students and assessed.

See Assessment (Higher Education Courses) Procedure, cl 10-11.

Submission of assignments

For most units, students submit assessment tasks electronically into a designated folder on the unit site. Work may then be checked by Turnitin for matches to text available on the web (see Chapter 6).

Students sometimes experience unexpected difficulties that prevent them from submitting an assignment by the due date. In these circumstances, unit chairs can provide an extension for up to two weeks or may arrange for the student to undertake a different assessment task. Extensions will normally only be approved when students apply no later than the due date and the Unit Chair may require evidence of the work completed so far and/or appropriate supporting documentation. Where rescheduling is impractical or more than two weeks’ extension is requested, the unit chair may advise the student to apply for special consideration (see below).

Where an assessment task is submitted after the due date without an approved extension the following penalties will apply:

- 5 per cent will be deducted from available marks for each day up to five days
- where work is submitted more than five days after the due date, the task will not be marked and the student will receive 0 per cent for the task.

‘Day’ means working day for paper submission and a calendar day for electronic submission.

The unit chair may refuse to accept a late submission where it is unreasonable or impracticable to assess the task after the due date.

See Assessment (Higher Education Courses) Procedure, cl 41-47.

Special consideration

Where circumstances outside their control prevent a student from attempting or completing an assessment task or end-of-unit examination at the scheduled time, or meant that their performance was significantly affected, the student may apply for special consideration. Deakin uses criterion-referenced assessment which means that the emphasis is on giving an individual student a fair opportunity to demonstrate their competence. Ensuring that a student completes an assessment item within a specific timeframe in order to provide ‘fairness’ to the rest of the class is a secondary consideration.
Grounds for special consideration are:
• a medical condition
• compassionate reasons (such as: the recent death of a close family member; family breakdown; unavoidable personal obligations)
• hardship/trauma (such as: severe disruption to domestic arrangements; impact of crime; natural disasters; major transport failure)
• unexpected employment or carer demands
• a requirement related to a student’s obligations as an elite athlete
• military, jury or emergency service obligations
• obligatory religious or faith-based commitments
• obligatory cultural commitments of Aboriginal or Torres Straight Islanders
• an exacerbation of a condition covered by a learning access plan.

Circumstances within a student’s control (such as misreading timetables, exam stress or holidays) and minor ailments (such as colds or sleeplessness) are not grounds for special consideration.

The Division of Student Administration assesses applications for special examinations. The faculty’s academic progress committee assesses all other applications in consultation with the unit chair. If granted, special consideration provides an opportunity for a student to take additional time to complete an assessment task, to complete a special examination or to compete another special assessment task administered by the faculty.

See Assessment (Higher Education Courses) Procedure, cl 48-59.

Finalising results
The Assessment (Higher Education Courses) Procedure includes requirements relating to the finalisation of results.

The unit chair, on advice of the assessment panel, recommends a result for each student and submits the results to the Division of Student Administration electronically via the Electronic Submission of Result system.

Before submission, final grades for any student who received a mark between 44–49 per cent must be verified. For each of these students, all assessment tasks that receive a mark of 49 per cent or less must be marked by a second marker and the mark verified (cl 38-39).

The Division of Student Administration generates reports compiling data on the results for each unit which are reviewed by the faculty committee dealing with assessment and academic progress matters. The committee considers result distributions, any adjustments made by the assessment panel and any other relevant information. Where a report shows that marking criteria have not been appropriately set or applied, the committee may adjust the results before approving them for release (cl 67).

After results are submitted, it is sometimes necessary to amend a result due to, for example, an identified error, an outstanding result or a review of results. Amendments are submitted to the Division of Student Administration on an approved Amendment of Results form.

Review of results
Students may apply for an academic review of a result in a unit, including assessment in any part of the unit (cl 77-85). Applications must be within five working days from the date of official notification of results or the date on which the results for that student were finalised and released.

Applications will normally only be approved where the student provides evidence that their work was not marked according to the marking criteria or there was a misapplication of other relevant policies or procedures.
CHAPTER 6: ACADEMIC INTEGRITY

This chapter explains:
• what we mean by academic integrity
• how we can promote academic integrity
• what student conduct amounts to a breach of academic integrity
• how we can detect breaches of academic integrity
• how to respond to suspected breaches.

Academic integrity is the term used to describe the practices and behaviour of students who act with honesty, trust, fairness, respect and responsibility in academic settings, including, for example, using medical certificates appropriately, providing accurate academic transcripts, undertaking examinations honestly and submitting authentic work for assessment tasks. When students breach the principles of academic integrity and behave dishonestly this presents:
• an unfair advantage over students who complete work honestly
• a significant risk to the brand and reputation of the University.

Deakin adopts a multi-pronged approach to upholding academic integrity, including:
• student and staff awareness and ongoing integrity education
• good assessment design
• engaging students in assessment tasks and feedback
• detection strategies (including use of Turnitin)
• strategies for verification of the authorship of submitted work
• imposition of penalties for dishonest conduct.

Research integrity for students doing research in Honours, coursework or higher degrees by research (HDRs) is addressed in the Research Conduct policy. Staff should contact the Research Integrity unit if they have any queries.

PROMOTING ACADEMIC INTEGRITY

How can I promote academic integrity and minimise opportunities for breaches by students?

Where possible, Deakin applies an educative approach to promoting academic integrity. Course leaders and unit chairs have important roles in developing students’ knowledge and skills to enable them to act with integrity and in minimising opportunities for breaches through good assessment design and delivery.

Student awareness and education

Information about academic integrity, and outcomes for breaching it, is included as part of student transition to the University, further developed in a compulsory academic integrity unit undertaken by all new students, and presented in every unit guide and in HDR induction. Students should be encouraged to refer to information about integrity in their studies and in their professional lives, including referencing and academic integrity, that is available online and to access the many legitimate support services that are available to them at Deakin, including writing mentors and language and learning advisers.

All courses must also include compulsory learning experiences to develop students’ understanding of the principles of academic integrity and how to apply them to their learning and assessment. The expected conventions for authorship attribution in that discipline and appropriate use and acknowledgement of materials should be reinforced throughout the course as students develop their scholarly writing skills. Students learn from us, so ensure that you model good practice in your teaching and in information provided to students. All too often we see materials presented in class or on websites without any citations or references, especially for images. As teachers, we need to demonstrate our commitment to academic integrity.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
**Good assessment design**

Assessment in coursework should be designed to minimise the possibility of plagiarism, collusion or other forms of cheating. Evidence suggests that the following design approaches are useful in preventing breaches of academic integrity:

<table>
<thead>
<tr>
<th>Approach</th>
<th>For example ...</th>
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<tbody>
<tr>
<td>Authenticity</td>
<td>Ask students to develop products and/or perform realistic tasks that require them to apply knowledge and skills that they will need to apply in professional life. See Chapter 5 on assessment for a more detailed discussion of authentic assessment.</td>
</tr>
<tr>
<td>Personalisation</td>
<td>Design assessment tasks around topics of personal interest and relevance to students, that build on students’ personal experiences or relate to their professional careers. For group work, plan how students will report on the group process and their individual contribution. For group work, be clear about when students are to collaborate and when and how in the group task they are expected to work individually.</td>
</tr>
<tr>
<td>Feedback loops</td>
<td>Ask students to develop work progressively in response to feedback from teachers and/or peers. Use in-class time to discuss how students are progressing towards completing their assessment.</td>
</tr>
<tr>
<td>Localisation</td>
<td>Assess work done in class, field or work settings. Require students to conduct tasks in their local environment, connected to local issues, in conjunction with local organisations.</td>
</tr>
<tr>
<td>Programmatic approach to authentication</td>
<td>Use tasks where a student’s identity can be readily verified, such as invigilated exams, in a targeted way so they are distributed across the course learning outcomes.</td>
</tr>
</tbody>
</table>

Courses and units should also be designed to **avoid over-assessment** and to space out assessment tasks to **avoid pressure points** for students in the middle or at the end of trimester (see Chapter 5).

**POLICY REQUIREMENTS TO MINIMISE BREACHES**

The Assessment (Higher Education Courses) Procedure includes requirements to minimise breaches of academic integrity.

<table>
<thead>
<tr>
<th>Re-use of assessment</th>
<th>Assessment tasks, including examination papers, cannot be repeated in subsequent offerings of a unit in a way that compromises academic integrity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student declarations</td>
<td>Students must make a declaration when submitting assignments to confirm that the work submitted is their own and that the work has not been submitted for assessment in any other unit or course (at the University or another institution) unless permitted by the unit chair. In the case of group assessment tasks, each member of the group must make a declaration that work is not being re used.</td>
</tr>
<tr>
<td>Limitations on use of online tests</td>
<td>The total maximum weighting of unsupervised online tests that are automatically computer marked is 20 per cent of the mark for the unit, and such tests must be carried out in accordance with minimum standards set out in Schedule C of the Assessment (Higher Education Courses) procedure (see Chapter 5 Assessment).</td>
</tr>
<tr>
<td>Verification of student identify</td>
<td>The identity of students completing summative assessment tasks must be verified. The means of verification must be communicated to students, and the University may refuse to enable access to or mark the assessment where the identity of the student has not been confirmed.</td>
</tr>
</tbody>
</table>
# BREACHES OF ACADEMIC INTEGRITY

## What student conduct amounts to a breach of academic integrity?

Breaches of academic integrity can take various forms, including:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td>Using other people’s words, ideas, media, images, diagrams, coding, research findings or other information as the students’ own work, without appropriate acknowledgement. Can include copying or paraphrasing too closely.</td>
</tr>
<tr>
<td><strong>Contract cheating</strong></td>
<td>Requesting someone else to produce all or part of an assessment task that is submitted as the student’s own work, including arrangements through a third party, or distributing their own work to other students for personal gain, either directly or through a third party, to facilitate a breach of academic integrity. This category also covers students who promote contract cheating by, for example, acting as a local recruiter for these website companies.</td>
</tr>
<tr>
<td><strong>Collusion</strong></td>
<td>Working with another person to submit some or all of the other person’s work as their own (or vice-versa) or allowing other students to copy their work. Collusion often occurs when students each write separate sections of the task and then combine the different sections into a final version that each student submits. Collusion can also include students allowing someone else to write or edit their work, or vice versa.</td>
</tr>
</tbody>
</table>
| **Other cheating**  | Includes:  
  • using or providing unauthorised materials relating to an assessment task or examination  
  • copying other students’ work in examinations  
  • obtaining or providing information about assessment without appropriate permission  
  • impersonating someone else or allowing someone else to impersonate them for an assessment tasks or course requirement  
  • falsifying or fabricating data  
  • otherwise not behaving honestly in assessment or promoting dishonesty, including sharing information with other students about ways to breach academic integrity or helping other students to breach our academic integrity standards. |
| **Fraud**           | Seeking an unfair advantage through dishonest behaviour, including providing false or altered information such as medical certificates, academic transcripts and assessment submission receipts. Breaches are more likely when cheating behaviour is normalised, such as when staff seem not to take it seriously, or when it is known that students have got away with it because there is little emphasis on detection by markers. |
| **Reuse of previous work** | Re-using work previously submitted in another unit or course, without the permission of the Unit Chair.                                                                                                                                                                                                                                                                                                                                                                  |

Students breach academic integrity for various reasons, including pressure to perform, fear of failure, lack of competency or confidence, or as a means to an end. They can also inadvertently plagiarise because they are unaware of how to write and reference correctly and appropriately.

Technology has created new challenges to academic integrity. International contract cheating websites are easy to find, and students are targeted through social media, email and posters on campus. Integrity of examinations has been undermined by hacking and spyware, fake student IDs and imposters sitting online assessment tasks. Use of contract cheating services also puts these students at risk of blackmail from the service providers.
DETECTING BREACHES OF ACADEMIC INTEGRITY

How can I tell when a student has breached academic integrity?

Breaches of academic integrity in written assessment tasks may be detected by simple anomalies, such as changes in writing styles within or across assessment tasks, mixes of font sizes or reference styles, or by discrepancies such as sudden changes in style of language or where the content of the work does not address the question or conform to the specific task guidelines. For non-written assessment tasks, such as creative art works or a coding task in IT, detection will rely more on the assessor’s experience and knowledge of the discipline, and any differences evident between the submitted work and the work during preparation or the work normally produced by the student or expected at this level of the course. It is sensible to discuss any concerns with discipline leaders in these areas.

The text-matching tool Turnitin can help to identify potential sources of plagiarism in written assignments.

Using Turnitin

Deakin provides students and staff with access to the Turnitin tool through their unit sites. The tool can automatically check student work for text-matching. However, if this is done students must be given the opportunity to check their own work first before submission. Faculty learning support teams will set-up Turnitin student self-check links in each unit site and ensure that each assignment submission box is linked to Turnitin.

A Turnitin similarity report shows the text similarities between work submitted by a student and a database of previously submitted work, websites, journal articles and other sources. If a match between submitted work and existing work is found, Turnitin highlights the matching text and provides a summary on the originality report. In some cases, the report can identify where one student has similar work to another student.

The similarity report is not a plagiarism report. While it can help identify potential sources of plagiarism, the submitted paper and similar material need to be carefully examined before an allegation of plagiarism is made. As well as genuinely plagiarised material, Turnitin will also highlight a range of aspects including reference lists, templates, assignment instructions, the assignment question, required elements and short common phrases. Staff need to check for the nature and extent of the matches, not just the overall percentage match.

The report will also highlight unoriginal text that is included using quotation marks and appropriately cited. Staff need to consider the sections identified and determine if the work is properly referenced. A poor attempt at referencing is not plagiarism; it is poor academic practice and should be handled in the marking of the assessment item and appropriate feedback provided to the student about developing their academic writing skills.

The report will detect unoriginal text that is included using quotation marks and appropriately cited. Staff need to consider the sections identified and determine if the work is properly referenced. A poor attempt at referencing is not plagiarism; it is poor academic practice and should be handled in the marking of the assessment item and appropriate feedback provided to the student.

COLLUSION

We want our students to support each other’s learning, to discuss ideas, approaches, the materials they are studying and what is required in an assessment task. However, unless it is an explicit component of the assignment, they should not develop detailed notes or plans together but work at a very general level; once students begin to draft a piece of work, it must be their own individual effort. It is important to discuss these issues with students, making clear where the boundary between collaboration and collusion lies for each assessment task. This is particularly important when groups or teams of students are working together but are expected to produce individual reports within the same assessment task; be very clear on what aspects of the task members of the team are expected to work on together, and what aspects they are expected to do individually and how they are to evidence their group and individual work. The line between collusion and authorised collaboration should also be reflected in the marking rubric so students are clear what they can share and what they need to complete individually.

Collusion is generally detected when Turnitin, or the marker, recognises similarities between submitted pieces of student work. Turnitin can detect matches between work submitted in different trimesters.
To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dt教e.deakin.edu.au.

**CONTRACT CHEATING**

Contract cheating occurs when students ask someone else to write all or part of their assignment. This is usually arranged online via a very large number of assignment writing websites or assignment sharing sites. Standard essay format tasks are the easiest for contract cheating websites to produce and we should consider alternative formats where possible.

Contract cheating is difficult to detect. Dr Nick Milne from the Faculty of SEBE and Rebecca Awdry, Manager Student Conduct, suggest that we should look for:
- sudden changes in a student’s writing style from one assignment to the next
- unusual changes in the font, formatting or wording within the assignment
- mismatched references
- unusual styles or inclusions that were not requested by the assignment brief, for example title/cover page, index/contents page or executive summary
- sudden changes in grades, particularly between assignments and exams
- generic responses that are on topic but don’t directly address the assignment question or materials covered in the class or lack appropriate discipline theory
- use of approaches or terms not used in class or the textbook and not commonly used in practice
- use of imperial rather than metric units
- unusual document names that include strings of numbers that are not related to the student ID or the date.

Where concerns have been raised, some basic investigation can be performed. This includes searching the submission’s document properties and metadata for references to document numbers, order numbers or freelancer and contract cheating websites. When concerns are raised around assessment that is handwritten, comparing the handwritten task to handwriting from an invigilated examination is a worthwhile check. Performing online searches, via Google or contract cheating websites, for the unit code or extracts from the assignment question can reveal where students have placed requests to purchase work.

Unit chairs should discuss possible indicators of academic integrity breaches with teaching teams and encourage them to report any concerns. Research by Phillip Dawson and Wendy Sutherland-Smith has identified that we can improve detection by:
- using markers who have expertise in the discipline
- telling markers to look out for contract cheating when marking and providing them with knowledge of the things to look for
- telling students that we are aware of contract cheating, that markers have been told to look for it and that it is a serious breach of academic integrity, with severe penalties
- asking students to engage in dialogue with markers about their work.

**REPORTING BREACHES OF ACADEMIC INTEGRITY**

What should I do when I suspect that a student has breached academic integrity?

It is important that teaching staff are clear about the grounds for suspecting a breach of academic integrity. The faculty’s Academic Integrity Committee (AIC) is made up of representatives of each school or department. These representatives are the ‘go-to’ people for teaching staff to consult if they are uncertain about any matter related to academic integrity.

Sessional staff and others teaching into a unit should report any concerns to the unit chair who will assess the situation, consult a member of the AIC if necessary and take appropriate action. As part of the moderation process, unit chairs should provide advice to sessional staff on possible indicators of breaches of academic integrity and what to do if they suspect that a breach has occurred.
It is important that all staff respond consistently so that students are treated fairly and equitably. While the investigation and determination of an allegation is underway, staff involved in teaching the student should not:

- discuss the matter with the student; instead refer them to the faculty’s Academic Integrity Coordinator
- return the student’s work
- write ‘this is plagiarised’ or similar words on the work
- put a grade on the work or inform the student of a grade
- reduce a student’s mark for the task
- make any sort of arrangement with the student in relation to the alleged breach.

The unit chair reports the allegation, with any evidence, to the faculty Academic Integrity Committee via the Academic Integrity Coordinator. The Chair of the AIC may dismiss the allegation if there is insufficient evidence. If the Chair determines that the allegation relates to poor academic practice or a lack of academic skills rather than not acting with integrity, they may also dismiss the allegation and recommend that the student completes academic integrity training.

If there is sufficient supporting evidence, the matter is then heard by the relevant faculty committee. The student will receive a copy of all material presented to the committee as part of the allegation. The committee hears the matter and, where the allegation is proven, determines an outcome in accordance with the Student Academic Integrity procedure. The outcome imposed will depend on the severity of the breach and might involve:

- completion of academic integrity training
- a formal warning
- resubmission of work, with a maximum mark of 50%
- reduction of marks by a specified amount
- zero marks for the assessment task or unit
- suspension from the course or university
- exclusion from the course or University for up to three study periods
- expulsion from the university, with no opportunity for readmission, including termination of candidature for HDR students
- a recommendation to Council that a degree be rescinded.

The University oversees allegations of student breaches of academic integrity and outcomes through reports provided by faculties to Council (via the Risk and Compliance Unit) and the Academic Board (via the Teaching and Learning Committee). The University uses these reports to identify trends and improve its strategies to prevent and manage breaches of academic integrity.

Want to know more?
For assistance in dealing with breaches of academic integrity, contact the secretary of your faculty committee.
EXAMINATIONS

How can examinations be used in a targeted way to authenticate student identity and contribution?

As discussed in Chapter 5, examinations may be used as part of the assessment design for a course to verify the identity of the student and their sole contribution to the task. Examinations may be written, computer based, oral, practical or by performance.

In the case of written exams, two papers are prepared for use during the exam period to minimise the risk to security. One paper is randomly selected for use in Australia and the other for use in other time zones. An additional paper may also be required by the Academic Registrar to ensure security.

Exams are scheduled and administered centrally by the Division of Student Administration (DSA). The requirements and processes for conducting exams are set out in the Examinations Procedure, which includes instructions for candidates and requirements for supervision, storage and security of exam documentation and records management. DSA conduct identity audits in exams both on campus and at international locations to identify impersonators.

Want to know more?
- Deakin’s Centre for Research in Assessment and Digital Learning (CRADLE)
- Chairs Academic Integrity Module (Self-register in CloudDeakin)
- TEQSA report on student academic integrity and contract cheating (Search this site for Student Academic Integrity Report)
- plagiarism.org (Source: iParadigms)
- Staff resources on academic integrity (Source: University of South Australia)
- Advice on avoiding collusion (Source: The University of Western Australia)
- Academic Integrity Standards Project (Source: Office for Learning and Teaching)
- Turnitin webcasts (Source: Turnitin)

TRAINING

The University has developed academic integrity training modules for staff, including sessional staff. The module is available through CloudDeakin and you can self-register for access to this module at https://d2l.deakin.edu.au/d2l/lms/legacy/selfregistration.d2l?ou=6605. In the lists of sites, select ‘Staff Academic Integrity Module’.

The module is designed to assist staff understand the policy and processes around academic integrity issues such as plagiarism, collusion and cheating. Additionally, advice is provided about interpreting Turnitin reports, writing high quality allegation statements, designing assessment to reduce instances of integrity breaches. Some practical case studies of real issues are also presented to ensure staff understand the process from suspicion of a breach to the final outcome.
CHAPTER 7: EVALUATING LEARNING AND TEACHING

This chapter explains:
- the eVALUate survey and how to interpret student comments
- other course information and indicators of quality
- awards recognising teaching excellence.

Evaluating learning and teaching is core to the Deakin curriculum framework. Evaluation provides the evidence for course improvement and ensures changes will improve student outcomes. Deakin collects evidence on course and unit performance from multiple sources including student feedback and evidence of outcomes.

EVIDENCE OF COURSE AND UNIT PERFORMANCE

What evidence is available to help improve courses, units and student outcomes?

Student feedback helps course and unit teams to understand the lived experience of the students. Student surveys are administered through the Strategic Intelligence and Planning Unit (SIPU) with reports available to course teaching teams online through the SIPU website which includes links to the course dashboard.

Student feedback is collected through:

1. **Deakin surveys**
   - **eVALUate** surveys all students in all units and runs every time a unit is delivered. It is a crucial and up-to-date source of information. The eVALUate survey is a key component of the unit and course review process
   - **Getting Started@Deakin**: surveys new students every two years regarding their experience in their first six weeks at Deakin

2. **National surveys**
   - Deakin participates in a number of surveys run by government agencies. These surveys offer national benchmarks for outcomes (discussed below).
   - Evidence on quality learning and teaching also comes from monitoring student success in units and courses (pass rates, grade distributions), student demand and participation (applications, retention) and longer-term outcomes (employment, transition to other degrees, return to further study).

This evidence is reviewed through an integrated system of quality assurance comprising unit quality review, annual course review and major course review. Deakin also benchmarks its courses through external peer benchmarking of assessment, major course review and course advisory committees.

Evidence of the outcomes of learning and teaching is relevant to everyone contributing to a course. Teaching teams at unit and course level should regularly discuss the evidence from their course and use the information to refine course planning and delivery. Regular discussion promotes continuous improvement and encourages shared solutions.

STUDENT FEEDBACK ON TEACHING AND UNITS

What is the eVALUate survey and how is it used to improve units and teaching?

The **eVALUate survey** collects student feedback in accordance with the Evaluation of Teaching and Units Procedure. All units must use formal evaluation. Unit chairs are notified on release of the eVALUate data after each teaching period and are expected to review the results with their teaching team. A limited group of units uses alternatives to eVALUate: HDR research units, exchange units, cross-institutional units and work experience in industry units. Faculties may also request exemptions by the Pro Vice-Chancellor Teaching and Learning through SIPU.

The eVALUate survey was developed at Curtin University and is used in four Australian universities.
The questions have been validated to ensure student responses are consistent and meaningful. The survey is administered over a period of around five weeks every trimester and semester. A detailed calendar of survey tasks is developed by SIPU each year and is available to staff.

Detailed information on eVALUate and how it is administered is available on the SIPU website.

The survey comprises three sections: quantitative responses on unit design and delivery, student motivation and engagement and overall satisfaction, qualitative responses to allow open commentary and feedback on individual teachers. Students are asked to rate their agreement with each statement on a four-point scale from strongly disagree to strongly agree or unable to judge. Results are reports as percentage agreement with the statement, that is, the percentage of students that responded with either ‘agree’ or ‘strongly agree’.

### Unit design and delivery

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The learning outcomes in this unit are clearly defined</td>
</tr>
<tr>
<td>2</td>
<td>The learning experiences in this unit help me to achieve the learning outcomes</td>
</tr>
<tr>
<td>3</td>
<td>The learning resources in this unit help me to achieve the learning outcomes</td>
</tr>
<tr>
<td>4</td>
<td>The assessment tasks in this unit evaluate my achievement of the learning outcomes</td>
</tr>
<tr>
<td>5</td>
<td>Feedback on my work in this unit helps me to achieve the learning outcomes</td>
</tr>
<tr>
<td>6</td>
<td>The workload in this unit is appropriate to the achievement of the learning outcomes</td>
</tr>
<tr>
<td>7</td>
<td>The quality of teaching in this unit helps me to achieve the learning outcomes</td>
</tr>
</tbody>
</table>

### The student’s motivation and engagement in learning

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<tbody>
<tr>
<td>8</td>
<td>I am motivated to achieve the learning outcomes in this unit</td>
</tr>
<tr>
<td>9</td>
<td>I make best use of the learning experiences in this unit</td>
</tr>
<tr>
<td>10</td>
<td>I think about how I can learn more effectively in this unit</td>
</tr>
</tbody>
</table>

### Overall satisfaction

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Overall, I am satisfied with this unit</td>
</tr>
</tbody>
</table>

### Qualitative questions (open comments)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>What are the most helpful aspects of the unit?</td>
</tr>
<tr>
<td>13</td>
<td>How do you think this unit might be improved?</td>
</tr>
</tbody>
</table>

Feedback on individual teaching (teaching satisfaction) comprises two items:

- agreement with ‘I was satisfied with the quality of teaching from this teacher in this unit’ via the same four-point scale
- open commentary prompted by: ‘Please provide any comments on the teaching of this unit by this teacher.’

All staff teaching into the unit are included in the survey. Students who have not worked with a particular staff member can opt for ‘unable to judge’.

Where a unit chair or teacher believes that a student comment constitutes a significant risk to the safety of staff or students, including that of the student themselves, or is abusive, demeaning or threatening, they should consult a senior staff member in their faculty. The Dean of Students may then be asked to investigate or request the editing or removal of the comment.

### Analysis of student feedback

All student feedback is valuable. It is important to look at the quantitative scores which illustrate consensus from all students, as well as the student comments which elicit individual experiences and can provide insight. Students’ views may vary considerably so look for trends and consistency between data sets and complementary forms of data.
Help your teaching team to put student comments into perspective. Check the frequency that topics or issues are raised and the balance between positive and negative comments. Student feedback often appears confusing with contradictory messages. Look for other sources of data that could provide insight, for example, information from the unit or course site and information from classroom teachers.

Assistance with interpreting student comments is available on Deakin’s eVALUate blog.

**Deakin Learning Analytics**

Deakin is currently designing and implementing a learning analytics system, which is aimed to start up in early 2019. This will include some upgrades to the eVALUate system that will enable unit teams to more immediately respond to student feedback. The system will also provide unprecedented levels of access to continuous, comprehensive real-time data about student and teaching behaviours and associated outcomes on the various Deakin systems. This information will empower both learners and teachers to make data-informed decisions about their learning and teaching practices to maximise their success.

**Response rates and communication with students**

The quality of the information obtained from eVALUate relies on good response rates from students. eVALUate is administered online and the University regularly reminds students to complete their surveys. However, communication from unit and course leaders is easily the most effective way to lift response rates. Remind your students that we value their feedback and explain what you and your team have done in response to past feedback. Students are much more likely to complete surveys where they are aware of consequential action.

Regular discussion with your students during delivery can provide you with informal feedback on-the-go. This approach can rescue a challenging situation or simply remove obstacles to learning. However, do not administer your own formal surveys without express permission and ethics permission if you intend to use the results for research or publication. Other surveys must not be administered during the eVALUate collection phase as this can deter students from completing eVALUate surveys.

Talk to your associate head of school or associate dean teaching and learning before making any plans to survey your students and check the Surveys Procedure.

**OTHER COURSE INFORMATION**

**Where can I find information about course quality?**

**Course dashboard**

The course dashboard is a website that consolidates information about each Deakin course. It presents information drawn from the student management system, eVALUate and other Deakin systems. The dashboard identifies and links nested courses (masters, postgraduate diploma and postgraduate certificate).

The dashboard lists: ATAR, equivalent full-time student load (EFTSL), revenue, retention, success, eVALUate (Q11 overall satisfaction) and three scales from the national graduate survey where available. Data are also presented as graphs for an individual course. Data from the course dashboard and other parameters are used to create a data pack for self-review during course review processes.
National student surveys
The Australian Government Department of Education and Training endorses a suite of higher education surveys which collectively form the Quality Indicators for Learning and Teaching (QILT).

The surveys cover the student life cycle from commencement to employment and include:
• Student Experience Survey (SES)—formerly called the University Experience Survey (UES)
• Graduate Outcomes Survey (GOS)—replaces the Australian Graduate Survey (AGS)
• Employer Satisfaction Survey (ESS)
• Graduate Outcome Survey – Longitudinal (GOS-L)—replaces the Beyond Graduation Survey (BGS)

Data from these surveys are provided to participating universities and published on the QILT website which allows comparisons between study areas (categorised by Australian Standard Classification of Education (ASCED) Field of Education) and institutions. These surveys help Deakin to benchmark itself against peers. Deakin has been ranked first in Victoria for student satisfaction from 2011–2017.

Data from national surveys are provided as part of annual and major course review, providing additional measures of course outcomes.

RECOGNISING TEACHING EXCELLENCE
How is teaching excellence recognised?

Higher Education Academy (HEA) Fellowships
The HEA fellowship scheme provides individuals with international recognition of their practice, impact and leadership of teaching and learning. The fellowships are increasingly recognized in the higher education sector in Australia and internationally.

For more information, please email the HEA team [hea@deakin.edu.au] or visit the DTeach website.

Vice-Chancellor’s Awards for Learning
The Vice-Chancellor’s Awards (VC Awards) are aligned to the LIVE the future strategic plan: learning, ideas, value, experience, and are administered annually. These awards are coordinated by a human resources (HR) team and associated committees. These committees review the award applications and provide recommendations to the Vice-Chancellor via the HR team.

The learning awards applications are reviewed by the Learning Awards Committee (LAC), chaired by the Deputy Vice-Chancellor Education, and coordinated by the LAC secretary (email: learningresearch@deakin.edu.au for information). The VC Awards opening and closing dates are publicised online and through the VC Awards wiki page.

The VC learning awards are closely aligned to both Deakin priority areas and the Australian Awards for University Teaching (AAUT), allowing for possible progress to a national award.

There is an established internal process for the VC Awards for Learning, which are self-nominated and all information including nomination forms and guidelines can be found on the VC Awards wiki page.

Australian Awards for University Teaching
The AAUT are extremely competitive awards. These awards include Citations for Outstanding Contributions to Student Learning, Teaching Excellence Awards and Awards for Programs that Enhance Learning. Further information is available on the Department of Education and Training website.

There is an established internal process around the national awards where those Deakin staff who have won a Vice-Chancellor’s Learning Award, and are selected and then invited to nominate in the AAUT, are closely supported and provided guidance throughout the process.

For further information please email the awards coordinator.
CHAPTER 8: COURSE GOVERNANCE AND QUALITY ASSURANCE

This chapter explains:
• processes for course approvals, revisions, continuations and discontinuations
• the integrated system for course and unit reviews
• external peer review of assessment requirements.

Higher education courses offered by Deakin must be approved either by the Academic Board (award courses and free non-award courses) or faculty boards (other non-award courses) and are subject to review to ensure their ongoing quality, viability and alignment with the Standards for Higher Education. Courses are also accredited by professional bodies where this is required for graduates to practise, for benchmarking purposes or to attain external validation of the quality and relevance.

The processes for course approval, revision and review are set out in Deakin’s Higher Education Courses Approval and Review procedure and explained below.

COURSE APPROVALS

What are the key steps for approving new and revised courses and what timelines should I follow?

New award courses

Approval of new award courses (including new combined, dual or joint courses) has two stages:
1. strategic course approval
2. academic course approval.

The process can be broken into six steps.

<table>
<thead>
<tr>
<th>Six steps to NEW course approval</th>
<th>In more detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Make the strategic case</td>
<td>Course proposer:*&lt;br&gt;(1) documents the strategic case for the new course using the Strategic Course Proposal template, or New Combined Course proposal template, with input from Marketing via the faculty marketing manager and Finance via the faculty finance manager&lt;br&gt;(2) has the proposal endorsed by the executive dean (through faculty executive), then&lt;br&gt;(3) sends it to the faculty curriculum team who submit it via an online system—the Course Approval Management System (CAMS).</td>
</tr>
<tr>
<td>Step 2: Get recommendations from Course Reference Group</td>
<td>The Course Reference Group meets every fortnight. It provides feedback, assistance and advice if anything is amiss in the strategic proposal and requests formal independent advice from Marketing, Finance and Deakin International. Members include the Pro Vice-Chancellor Teaching and Learning, the Deputy Vice-Chancellor Education (DVCE) and representatives from Academic Governance and Standards, Marketing, Finance and Deakin International. A course sponsor may be invited to talk about the proposal at meetings. If a proposal is of significant strategic importance, the DVCE may also request advice from the Course Strategy Group. Proposals for new higher degrees by research must also be endorsed by the Pro Vice-Chancellor Researcher Development and Integrity, before they can be approved on strategic grounds.</td>
</tr>
</tbody>
</table>
Six steps to NEW course approval  In more detail

Step 3: DVCE approves the strategic proposal  
The DVCE approves the strategic proposal, which then proceeds to the next step.

Step 4: Create the academic proposal  
Course proposer:
1. completes the Academic Course Proposal template
2. has the proposal endorsed by the faculty board
3. sends it to the faculty curriculum team who submit it via CAMS.
This step may take place before approval is given for the strategic proposal.

Step 5: Review by Course Standards Committee  
The Course Standards Committee (a committee of Academic Board) ensures that the proposed course meets the Higher Education Standards Framework and Deakin academic policies and, if so, recommends approval to Academic Board on academic grounds (if not, it provides feedback or requests further information).

Step 6: Approval by Academic Board  
The Academic Course Proposal is submitted to the Academic Board for final approval, generally for a five-year period (but only after strategic approval is given by the DVCE).

Once final approval is given by the Academic Board, the course can be marketed and implemented, unless CRICOS registration is also required (see below).

* The course proposer may be the intended course director, head of school or other discipline leader.

For further information, talk to your faculty curriculum team or Manager, Course Governance and Standards.

Revisions to award courses  
Authority to approve revisions to award courses depends on the nature of the proposed change as follows:

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Approver</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course or award title</td>
<td>Central—DVCE (strategic approval) and Academic Board (academic approval)</td>
</tr>
<tr>
<td>• Admission and selection criteria</td>
<td></td>
</tr>
<tr>
<td>• Course structure or duration</td>
<td></td>
</tr>
<tr>
<td>• New or revised course requirements that may disadvantage enrolled students</td>
<td></td>
</tr>
<tr>
<td>• Arrangements for course delivery by or with third parties, including Deakin’s controlled entities</td>
<td></td>
</tr>
<tr>
<td>• Variation to academic calendar</td>
<td></td>
</tr>
</tbody>
</table>

Place or mode of delivery (temporarily or permanently)  Central—DVCE

Any other changes to award courses, including course learning outcomes, and units that form part of award courses  Faculty—faculty board

The process for approving course revisions can be broken into the following steps:

Step 1: Make the case  
The course director (or other proposer) documents the case for the revision using the Course Revision Proposal template and submits it to the faculty curriculum team. The next step will depend on the nature of the proposed change.

Step 2: Faculty endorsement or approval  
Where the change can be approved at the faculty level, the faculty curriculum team facilitates its approval by the faculty board. This will be the final approval step.

Where the change requires central approval, the faculty curriculum team obtains the endorsement of the executive dean (following endorsement of the faculty executive and faculty board where appropriate) and submits the proposal to the Manager, Course Governance and Standards via CAMS.
Step 3: Central approval where required

Where the change requires central approval, the Manager Course Governance and Standards facilitates:

- Strategic approval by DVCE on advice of Course Reference Group and, where requested, Course Strategy Group
- AND (where required)
- Academic approval by Academic Board on advice of the Course Standards Committee

Depending on the nature of the course revision, a change may also need to be made to CRICOS registration (see below).

Students affected by a course revision should be transferred to the revised version of the course at the earliest opportunity where practical. They must be notified of the change, and an individual study plan must be developed where their progress may be affected.

Non-award courses

New or revised non-award courses, units or modules are approved by faculty boards with the exception of those offered without charge (MOOCs), which must be approved by the DVCE.

Non-award offerings may include courses, units or modules offered by faculties, either directly or in partnership with third parties (e.g. Deakin College) or other organisations (e.g. professional organisations for professional development purposes). In some cases, successful completion of a non-award course may provide an alternative basis for entry into a Deakin course (e.g. masters qualifying program).

Non-award courses which may lead to admission to a Deakin award course require approval by Academic Board and are subject to the same requirements for course review as award courses.

Arrangements with partners

Where a course proposal involves an academic partnership relating to course delivery, the partnership arrangement must be approved by the:
- Deputy Vice-Chancellor Global Engagement—for coursework programs
- Pro Vice-Chancellor Researcher Development and Integrity—for higher degrees by research.

Such a partnership arrangement must be the subject of a written agreement between the University and the partner, drafted or reviewed by the University Solicitor’s office in accordance with the Contracts Policy. The agreement must accompany the course proposal so that Academic Board can be confident that the arrangement protects the integrity of the award and compliance with the Standards for Higher Education. Academic Board may approve the course proposal subject to execution of the agreement if it has not already been signed.

For further details about the process for approving academic partnerships involving course delivery, see the Academic Partnerships Procedure.

CRICOS registration requirements

Where award courses are offered to international students onshore, the following must be registered on CRICOS after approval by Academic Board:
- new courses
- new course locations
- new course titles
- new course duration
- significant changes to the course outcomes or structure—discuss the changes with Deakin International Quality and Compliance to determine if a change to CRICOS registration is required.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
Faculty curriculum teams manage the preparation of the CRICOS application and liaise with Deakin International Quality and Compliance for the submission of the application to TEQSA.

An award course offered to international students onshore cannot be advertised to prospective students without CRICOS registration.

Student visa holders may enrol in non-award courses but must also maintain enrolment in a CRICOS-registered course concurrently to ensure they meet their visa conditions. Other temporary visa holders may enrol in non-award courses in accordance with their visa conditions.

For further information, talk to the Manager, International Quality and Compliance located in Deakin International.

Course approval timelines
Orderly planning ensures that course proposals are approved in time to meet marketing and other publication deadlines. Deakin increasingly offers innovative and flexibly scheduled courses, but it remains advisable to align with the following indicative timelines:

<table>
<thead>
<tr>
<th>Nature of proposal</th>
<th>Key dates</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor course revisions</td>
<td>Feb–April 2019</td>
<td>Develop proposal and obtain faculty and central strategic approval</td>
</tr>
<tr>
<td>and unit-level revisions</td>
<td>By end May 2019</td>
<td>Obtain faculty board and Academic Board approval</td>
</tr>
<tr>
<td>(For implementation in 2020)</td>
<td>By mid-June 2019</td>
<td>Finalise entries to meet 2019 Victorian Tertiary Admissions Centre (VTAC) deadline (early June 2019)</td>
</tr>
<tr>
<td></td>
<td>By end June 2019</td>
<td>Obtain CRICOS approval if required—before Handbook sign-off</td>
</tr>
<tr>
<td>New course</td>
<td>June–Oct 2018</td>
<td>Develop proposal and obtain faculty and central strategic approval</td>
</tr>
<tr>
<td>Significant course revisions</td>
<td>By February 2019 (latest)</td>
<td>Obtain faculty board and Academic Board approval—before hard copy marketing sign-off</td>
</tr>
<tr>
<td>New course title</td>
<td>By Feb–Mar 2019</td>
<td>Obtain CRICOS approval if required—before hard copy marketing sign-off</td>
</tr>
<tr>
<td>Changes to admission requirements* and bonus points</td>
<td>Feb–Mar 2019</td>
<td>Sign off hard copy marketing materials</td>
</tr>
<tr>
<td>(For implementation in 2020)</td>
<td>By end May 2019</td>
<td>Finalise entries to meet 2020 VTAC deadline (early June 2019)</td>
</tr>
<tr>
<td></td>
<td>By end June 2019</td>
<td>Finalise 2020 Handbook entries (published end July 2019)</td>
</tr>
</tbody>
</table>

* The timing of changes to admission requirements may also have implications for provider default under CRICOS—for advice talk to the Manager, International Quality and Compliance.

Your faculty curriculum team will help you plan and prepare for the required approval steps.
**Professional accreditation**

Professional accreditation of courses must be obtained where this recognition is required for registration of graduates to practise. It may also be obtained for benchmarking purposes or where it is critical to or assists in maintaining a reputation for quality in the relevant industry or profession. TEQSA has specific requirements for courses subject to professional accreditation and how this is communicated to students.

The timing and application requirements of professional accreditation vary considerably from one accrediting body to another. Faculty curriculum teams manage the process for obtaining and retaining professional accreditation.

The Manager, Course Governance and Standards maintains a central register of accredited courses, noting any refusal to accredit or conditions applied.

**REVIEWS OF AWARD COURSES**

**What review processes are in place to ensure the viability and quality of my course?**

An integrated system for reviewing courses and units is implemented to ensure their ongoing viability, quality and strategic alignment. This includes:

- review of the quality of units each time they are offered
- annual reviews of coursework programs
- comprehensive (major) reviews of coursework programs—required before course continuation, generally every five years.

Reviews may result in the discontinuation, suspension or revision of courses or units.

**Unit quality reviews**

The quality of coursework units is monitored through the administration of the eVALUate survey every time a unit is offered, in accordance with the Evaluation of Teaching and Units procedure. For more information about the eVALUate survey and its use see Chapter 7. The eVALUate survey is run beginning in the last week of teaching for each study period and is open for 3-4 week. Results will be made available after the release of results for that study period. Dates for eVALUate surveys for each study period can be found on the eVALUate calendar site.

A formal quality improvement process is also applied by the Deputy Vice-Chancellor Education (DVCE) in consultation with SIPU, to ensure that areas of concern for each unit are addressed.

1. A list of units of concern is prepared. This includes units where agreement on any of the following questions is below 60% at any campus: Q1 (learning outcomes), Q2 (learning experiences), Q3 (resources), Q4 (assessment), Q5 (feedback), Q6 (workload), Q7 (teacher quality) and Q11 (overall satisfaction)
2. The list is circulated to faculties with data that includes overall responses, enrolments, response rates, names of unit chairs and campus.
3. Chairs of units develop and implement a plan to address issues identified with appropriate support.
4. Faculties report progress and outcomes against the action plans to the DVCE.

Each year a theme is also selected for independent audit to identify any overarching issues and targets for action.
Annual reviews of coursework programs

Each year course teams undertake annual reviews of all undergraduate and postgraduate coursework courses in accordance with an agreed template and provide to faculty boards a response to any negative change in viability or quality and resulting proposals for course revisions.

The DVCE, in consultation with SIPU and the faculties, manages a central review process to identify and address significant quality and viability issues. The review process has the following steps:
1. SIPU gathers viability, quality and benchmarking data on all courses under review (as determined by the DVCE)
2. Courses of concern are identified with reference to parameters set by the DVCE—the intention is to focus on courses most at risk
3. Data reports identifying courses of concern are provided to faculties which may add courses to the list as appropriate
4. Faculties consider courses of concern and provide action plans, together with an outline of their overall course strategy and future intentions for the course suite
5. The DVCE, Deputy Vice-Chancellor Global Engagement and senior reports meet with each faculty to discuss.

Major course review and continuations (coursework programs)

Major course reviews (MCRs) are conducted by the faculty for each course, typically every five years and no more than every seven years, in accordance with an annual schedule prepared by the DVCE in consultation with the faculties. In exceptional circumstances, such as a need to align with professional accreditation requirements, the DVCE may grant an extension to the MCR deadline, and a short-term continuation of the course.

The MCR builds upon continuous and annual course review processes and represents a distinctive point in the life-cycle of the course. Course teams comprehensively and systematically review the viability and quality of the course drawing upon broad array of evidence that includes teaching team experience, annual course review findings, course data, and external benchmarks. Input is also received from advisory boards, other relevant areas of the University and an independent review panel that includes external members.

Courses may be reviewed individually or as part of a suite of nested or related courses. Where courses contain majors, the MCR will apply to all component majors although faculties may choose to complete a separate report for each major.

The review may result in recommendations for course continuation, discontinuation or revision (including new or discontinued units). It should not be assumed that a course will be continued—viability and quality will need to be demonstrated through the MCR documentation. Where this is in doubt, approval for course continuation may be for a shorter period than the usual five years.

The DVCE may grant full or partial exemption from an MCR where a course has undergone a review by a professional accreditation body in the previous 12 months.

MCR and course continuation can be broken into six steps.

<table>
<thead>
<tr>
<th>Step 1: Data pack prepared by SIPU and Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIPU prepares a data pack that includes standard quantitative information relating to: student load; retention, success and completion; student satisfaction; graduate outcomes. This is supplemented by additional market information provided by the Marketing Division. The Manager, Course Governance and Standards provides this information to your faculty curriculum team for circulation with the MCR template.</td>
</tr>
</tbody>
</table>
| Step 2: Review by course team | The course director leads the course team in reviewing the course in consultation with the advisory board, Library, Marketing, Deakin International, Finance and other faculties and areas (as appropriate) with reference to:
- approved MCR template data pack provided by SIPU
- external reference points relevant to the course (including AQF, any discipline standards or professional accreditation requirements)
- external peer review of assessment (see below)
- other feedback and information as appropriate.

The course team drafts the MCR Report (using the template). Reports should be concise and evidence-based. |
| Step 3: Review Panel | The draft MCR Report is reviewed by an independent MCR Panel convened and supported by the faculty curriculum team. The panel comprises:
- an academic staff member from another school in the faculty
- at least two external advisory board members who are representatives from employer groups or professions that employ graduates
- an academic staff member from another university with expertise in a related discipline
- a representative of a relevant professional association (where appropriate)
- a graduate and current student of the course
- other members appointed by the faculty board who are not members of the course team.

The panel considers the viability and quality of the course with reference to data and comments on the report, proposed improvement plan and suggestions for course revision using an approved template. |
| Step 4: Faculty endorsement | The revised MCR Report is endorsed by the head of school involved in delivering the core components of the course and presented to faculty board for endorsement accompanied by:
- comments from the MCR Panel
- outlines of the units in the course.

Depending on the outcomes of the MCR, the faculty board also endorses a Course Continuation Proposal (with completed course costing template) or Course Discontinuation Proposal (See Course Discontinuations below). |
| Step 5: Strategic approval of Course Continuation or Discontinuation by DVCE | The final MCR Report and Course Continuation or Discontinuation Proposal (as applicable) are endorsed by the faculty board and submitted by the faculty curriculum team to the Manager, Course Governance and Standards via CAMS.

The MCR Report is considered and the Course Continuation or Discontinuation Proposal is approved on strategic grounds by the DVCE (on the advice of Course Reference Group and, where requested, Course Strategy Group). |
| Step 6: Academic Board approval of Course Continuation | The Course Standards Committee considers the MCR Report and Course Continuation Proposal and ensures that the course continues to meet the Standards for Higher Education. If so, it recommends the proposal to Academic Board, which approves the continuation of the course for a further period (usually five years). Academic Board approval of a Course Discontinuations Proposal is not required. |

The MCR will normally be carried out during the year before the approval of a course is due to expire and is a pre-condition for approval of continuation of the course by Academic Board. Ideally, MCRs should be completed six months before the course approval expires.

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
Indicative timeline where course approval due to expire 1 January 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2018</td>
<td>Course team receives data pack from SIPU and starts review</td>
</tr>
<tr>
<td>Jan/Feb 2019</td>
<td>Draft MCR report completed by course team</td>
</tr>
<tr>
<td>Mar/Apr 2019</td>
<td>External review panel meeting</td>
</tr>
<tr>
<td>June 2019</td>
<td>Report finalised and endorsed by faculty board</td>
</tr>
<tr>
<td>July 2019</td>
<td>Report submitted centrally with Course Continuation/Discontinuation Proposal</td>
</tr>
<tr>
<td>September 2019</td>
<td>Academic Board approves course continuation</td>
</tr>
</tbody>
</table>

You should start planning for 2020 major course reviews in September 2019 to ensure that information not included in the data packs (including outcomes of peer review of assessment) is available to populate the review report.

Your faculty curriculum team will help you plan and prepare for the required review steps.

**Higher degrees by research**

A tiered review process is also implemented for higher degrees by research as follows:

The Research and Research Training Committee reviews the research training activities of faculties and institutes annually with reference to relevant data and self-reviews by faculties. The outcomes are reported to Academic Board.

Comprehensive reviews of HDRs will be conducted every five years in accordance with the Higher Education Approval and Review procedure. The reviews will be informed by:

- recommendations from panels convened by the Pro Vice Chancellor Researcher Development and Integrity that include members external to the University
- external referencing of the success of student cohorts and student satisfaction against comparable courses
- Deakin’s strategic priorities
- the results of regular interim monitoring.

**COURSE DISCONTINUATIONS**

**When and how are courses discontinued?**

A proposal to discontinue a course may arise from an annual or major course review or other faculty or University review, usually for one or more the following reasons:

- the course has low student enrolments and there is no other strategic reason for its continuation
- the course is being replaced by a new course.

Course Discontinuation Proposals are:

1. prepared by the course director or other proposer including a transition plan for affected students which must be endorsed by the faculty board
2. endorsed by the executive dean and, in the case of HDR, the Pro Vice Chancellor Researcher Development and Integrity, and
3. approved by the DVCE (on advice from Course Reference Group, and Course Strategy Group where appropriate).

The DVCE may also approve suspensions of student intakes into a course to, for example, allow time to implement a marketing campaign to increase student enrolments before a final decision is made about the viability of the course.
Students affected by the discontinuation of a course must be provided with reasonable opportunities to complete their course within a period determined by the faculty board or to transfer to an equivalent or suitable alternative course. Students are contacted by faculty staff or Deakin International and advised of their options and the maximum period of completion. An individual study plan is developed for each student. For details requirements relating to transitional arrangements, see the Higher Education Courses Approval and Review procedure, (cl 45-52).

EXTERNAL PEER REVIEW OF ASSESSMENT

How can I seek external peer feedback to improve assessment methods and assure standards?

The Higher Education Standards include explicit requirements relating to ‘regular external referencing’ of ‘assessment methods and grading of students’ achievement of learning outcomes for selected units of study within courses’.

At Deakin, external peer review (referencing) of assessment is carried out in accordance with course specific arrangements approved by the faculty. The External Peer Review of Assessment website sets out the framework adopted by Deakin and related resources. The framework meets the following minimum standards (Higher Education Courses Approval and Review procedure, cl 41-43):

• sufficient units selected from course or suite of courses to demonstrate achievement of learning outcomes relating to discipline knowledge, problem solving, critical thinking and communication (in line with AQF specifications)
• external reviewers selected who are suitably qualified and have current knowledge and skills in the discipline and experience of course leadership
• reviewers evaluate the validity of assessment tasks and level of achievement demonstrated in de-identified samples of study work with reference to nationally agreed external standards (including the AQF and discipline standards where applicable)
• reviewers provided with necessary contextual information, including the learning outcomes, the University’s grading schema and marking criteria/rubrics
• review involves the verification of student grades or, preferably, the re-marking of work with grades and marking removed

Variations to these requirements may be approved by the DVCE on a case-by-case basis. Professional accreditation may satisfy the requirements, partially or completely.

Deakin’s requirements accommodate the implementation of one of several models of external peer review of assessment that have been developed by Australian universities. All review methods involve the provision of de-identified unit materials and student work samples for review by experienced staff at one or more partner institutions but differ in terms of the rigour of the review process.

Examples of national models for peer review of assessment

<table>
<thead>
<tr>
<th>Approach</th>
<th>Key features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assuring Learning and Teaching Standards through Inter-Institutional Peer Review and Moderation (OLT Project involving 11 Australian universities, including Deakin)</td>
<td>• One work sample selected from each grade band for one final year assessment task (4 samples in all) • De-identified unit materials and work samples (with grades removed) provided to experienced peer reviewers from two partner institutions • Peer reviewers blind mark work samples using the home institution’s criteria in the context of external reference points (e.g. discipline standards, AQF) • Feedback provided on unit content, assessment design and criteria</td>
</tr>
<tr>
<td>See also External Referencing of Standards (ERoS) project that adopted a similar approach</td>
<td></td>
</tr>
</tbody>
</table>
Examples of national models for peer review of assessment

<table>
<thead>
<tr>
<th>Approach</th>
<th>Key features</th>
</tr>
</thead>
</table>
| Quality Verification System—Group of Eight (Go8), Academic Calibration Process—Innovative Research Universities (IRU) | • Through a process of stratified random sampling, work samples selected from two final year units (Go8: 5 per cent from each grade band with maximum of 25 samples; IRU: minimum 12 samples)  
• De-identified unit materials and graded work samples provided to one experienced peer reviewer  
• Peer reviewer agrees or disagrees with grade allocated but does not re-mark  
• Feedback provided on unit content, assessment design and criteria |
| Achievement Matters: External Peer Review of Accounting Learning Standards (involving Deakin) | • Task nominated that best demonstrates Threshold Learning Outcomes in the discipline and five work samples randomly drawn across all grades  
• Two experienced reviewers rate de-identified work (with grades and marking removed) using discipline standards and rate validity of task  
• Before review, calibration occurs to achieve consensus on assessments (not) meeting national standard and assessment design (not) valid  
• Feedback provided on learning outcomes and assessment tasks in the context of the discipline standards. |


The review process might involve the verification of student grades or the re-marking of work with grades and markings removed. While the former would be less time consuming, the latter, more rigorous process would provide better assurance of the standards of student work.

Appropriate adjustments to the requirements may be made where student outputs are assessed in real time (e.g. performances).

The outcomes of external review:
• inform the review and improvement of learning outcomes and assessment tasks but must not be used to adjust student grades  
• are monitored and reported through the major course review process (see Chapter 7).

For further step-by-step guidance, supporting resources and FAQs see Deakin’s External Peer Review of Assessment Toolkit.

This is based on the model for peer review developed through the OLT Assuring Learning and Teaching Standards project (summarised above).
## COURSE GOVERNANCE SUPPORT

### Where can I go for help?

<table>
<thead>
<tr>
<th>Role</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manager, Course Governance and Standards</strong> (DVCE portfolio)</td>
<td>Manages approval of new and revised courses and course continuations and discontinuations. Works closely with faculties to facilitate approvals and provides advice on policy requirements and external course-related standards.</td>
</tr>
<tr>
<td><strong>Executive Officer, Course Quality</strong> (DVCE portfolio)</td>
<td>Provides support for faculties and manages the processes for External peer review of assessment.</td>
</tr>
<tr>
<td><strong>Manager, Academic Governance</strong> (DVCE portfolio)</td>
<td>Manages work of Academic Board and its committees, including Course Standards Committee which evaluates and recommends course proposals on academic grounds.</td>
</tr>
<tr>
<td><strong>Manager, International Quality and Compliance</strong> (DVCGE portfolio)</td>
<td>Ensures that new and revised courses meet requirements of the National Code under ESOS and are registered on CRICOS.</td>
</tr>
</tbody>
</table>
| **Faculty, school and department professional staff**               | Central curriculum teams coordinate and facilitate course-related processes for the faculty, including:  
  - management of course proposals  
  - course reviews (major, annual, unit quality reviews)  
  - CRICOS registration  
  - unit proposals and review  
  - management of course information, including Handbook and unit guides  
  
  The following further activities may be supported by curriculum teams or other faculty or school staff (depending on the faculty):  
  - support for faculty board  
  - support for advisory boards  
  - professional accreditation  
  - credit for prior learning  
  
  The Business and Law Quality Standards and Accreditation team coordinates major international accreditation projects (e.g. AACSB, EPAS, EQUIS). |

### Academic Governance and Standards Contacts

### International Quality and Compliance Contacts

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*To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.*
CHAPTER 9: ADMISSION AND CREDIT

This chapter explains:

- admission standards and selection processes
- credit that can be granted towards a course for prior learning
- institutional pathway arrangements
- credit application process.

Deakin’s approach to admission and credit reflects our commitment to:

- enable access and participation by students who could be expected to successfully undertake and complete their intended study
- provide equivalent opportunities for participation and access regardless of a student’s background
- provide a range of pathways and credit arrangements to enable students to progress through education easily and readily without disadvantaging them or compromising the integrity of courses, accreditation requirements or resulting awards.

While separate requirements apply to admission and credit, decisions should be considered together at the point of admission where possible to ensure that students have adequate preparation to enable them to succeed.

*All students must have a sufficient basis of prior knowledge and skills to achieve the course learning outcomes and the learning outcomes for the AQF level in the time specified. TEQSA and the AQF: Questions and answers.*

ADMISSION

How do we set and implement standards for admission into our courses?

The Higher Education Standards require that:

1.1 Admission

Admission policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic proficiency needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

Deakin’s requirements are set out in the Admission Criteria and Selection (Higher Education Courses) policy and procedure.

Minimum admission criteria

Deakin specifies minimum admission criteria that must be demonstrated before a student can enter a course. These include minimum English language proficiency (for both international and domestic students) and academic ability.
**English language proficiency**

Deakin applies standards (‘bands’) of English language proficiency for admission into coursework programs. A band is approved by Academic Board for each course and published in Schedule A of the Admission Criteria and Selection (Higher Education Courses) procedure.

Applicants can demonstrate proficiency in one of several ways, including:

- completion of an English language test
- completion of previous tertiary studies
- completion of Victorian Certificate of Education (VCE) or equivalent
- evidence of ongoing residence and significant professional experience either within Australia or a specified English speaking country

Where a course is taught or assessed in a language other than English, requirements for proficiency in that language are approved by the Academic Board.

**Academic ability or proficiency**

Requirements are included in clause 8 and Schedule B of the Admission Criteria and Selection (Higher Education Courses) procedure. Standard minimum admission criteria are set by the Academic Board and a course variation may be approved where there is a strong rationale based on accreditation requirements, academic considerations or strategic considerations.

Typical admission criteria are:

For bachelor degrees and integrated honours—ATAR, attainment of Certificate IV or all or part of a Diploma, completion of higher education units, or completion of relevant higher education study.

For honours (end on)—performance in bachelor degree (weighted average mark)

For postgraduate degrees—previous tertiary study and/or relevant work experience

For all degrees—evidence of academic capability judged to be equivalent.

* Other evidence may be specified for particular programs and may include:
  (a) completion of an aptitude test
  (b) completion of an audition and/or interview
  (c) submission of a portfolio of work, references and/or personal statement
  (d) submission of a supplementary application form
  (e) completion of a Deakin Professional Practice credential.

Meeting the minimum admission criteria does not guarantee that a student will be selected into a course.

**Admission process**

Depending on the course, students can apply for admission to Deakin either directly or through the Victorian Tertiary Admission Centre (VTAC).

Applications must be accompanied by verifiable evidence that supports the applicant’s claim for admission, for example, previous academic results, results of a prescribed entry test, details of professional or work experience.

Selection is carried out by selection officers appointed by the faculty or by other specified areas (including Division of Student Administration or Deakin International). The aim of the selection process is to provide a consistent outcome regardless of how a student applies. Eligible students are ranked by selection officers on the basis of academic merit and likelihood of success, with consideration for specific equity groups.
Selection Adjustment Factors

Adjustments are made to an applicant’s selection rank to take into consideration factors that are likely to adversely affect a student’s previous academic achievement or to increase their chance of success in their intended course. Adjustments are made for all courses for specified categories of disadvantage and on a course-by-course basis for students who achieve high scores in specified secondary subjects, for those from rural or regional schools or for applicants who are elite athletes.

Where applicants apply on the basis of an Australian Year 12 qualification, adjustments are made to their aggregate study score (not ATAR) and they are re-ranked accordingly. Adjustment factors are also taken into consideration in ranking other applicants. However, applicants must still meet minimum admission requirements, regardless of their eligibility for adjustment factors.

The detailed criteria are set out in Schedule C of the Admission Criteria and Selection (Higher Education Courses) procedure approved by Academic Board.

RECOGNITION AND CREDIT FOR PRIOR LEARNING

What credit can be granted for a student’s prior learning?

The Standards for Higher Education require that:

1.2.1 Assessment for prior learning is undertaken for the purpose of granting credit for units of study within a course of study or towards the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.

1.2.2 Credit through recognition of prior learning is granted only if:
   a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
   b. the integrity of the course of study and the qualification are maintained.

Deakin maintains practices for granting credit towards courses that are consistent with these standards and the AQF Qualifications Pathways Policy. Decisions involve judgements about a student’s best starting point based on their past achievement or requirements for units within a course so that students are not disadvantaged in achieving expected course learning outcomes. Specific requirements are set out in the Credit for Prior Learning policy and procedure.

The following terms are defined in the Australian Qualifications Framework:

| Credit | Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing. |
| Credit transfer | Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. |
| Articulation arrangements | Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway. |
| Recognition of prior learning | Recognition of prior learning involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit. |

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
Recognition of prior learning:
At Deakin credit can be granted for:
• formal learning;
• non-formal learning; or
• informal learning.

Formal learning is learning that takes place through a structured program that leads to the full or partial achievement of an officially accredited qualification.

Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.

Informal learning is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structures in terms of objectives, time or learning support.

Credit may also be granted towards a component of a course for learning evidenced by micro-credentials awarded by Deakin or select accredited institutions where the micro-credentials evidence achievement of clearly articulated learning outcomes and standards, and the identity of the person receiving the micro-credentials is verified.

<table>
<thead>
<tr>
<th>Types of credit</th>
<th>Requirement</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specified credit</td>
<td>Specified credit can be granted for specified units that are deemed equivalent after comparing their content, level, learning outcomes, assessment methods and volume of learning.</td>
<td>Unit ‘LAW7275 Principles of Corporation Law’ undertaken at Monash University may be granted as specified credit for MLL221 Corporate Law within the Bachelor of Laws.</td>
</tr>
<tr>
<td>Unspecified credit</td>
<td>Unspecified credit can be granted towards elective components of a course as long as this does not breach the requirements for completing the course. Limitations may relate to, for example, unit level or discipline area.</td>
<td>Students may be granted a maximum of 8 unspecified credits into the Bachelor of Arts, but are limited in the number that can be granted at level one, for example, as there is a prescribed minimum number of B Arts units required to be undertaken at level one.</td>
</tr>
</tbody>
</table>

Policy restrictions
The following restrictions on granting credit are set in Deakin policy:
• at least one third of the course needs to be completed at Deakin (or two credit points for graduate certificates) (see below)
• in the case of professional practice courses, students must complete the approved preparatory and capstone units
• credit cannot be granted:
  – provisionally
  – where credit has been granted towards a Deakin course and the award has been received
  – for formal learning assessed as ‘fail’, ‘pass conceded’ or equivalent
  – for formal learning undertaken while a student is excluded from a Deakin course (unless this is first approved by the faculty executive dean or nominee)
  – for prior learning acquired more than 10 years before the application, although a shorter timeframe may be required for some courses to ensure currency.

Approval may be granted to substitute a required unit in a course by another approved unit where a student has already completed the requirements for the exempted unit elsewhere.
How much credit can be granted?

For most courses, Deakin policy requires that at least one third of the course needs to be completed at Deakin. The credit limits for all course types are set out below.

<table>
<thead>
<tr>
<th>Type of course</th>
<th>Possible credit</th>
<th>Learning at Deakin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree—16 cp</td>
<td>10 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>3-year bachelor degree—24 cp</td>
<td>16 cp</td>
<td>8 cp</td>
</tr>
<tr>
<td>4-year bachelor degree—32 cp</td>
<td>21 cp</td>
<td>11 cp</td>
</tr>
<tr>
<td>Graduate certificate—4 cp</td>
<td>2 cp</td>
<td>2 cp</td>
</tr>
<tr>
<td>Graduate diploma—8 cp</td>
<td>5 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Masters degree (coursework)—8 cp</td>
<td>5 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Masters degree (coursework)—12 cp</td>
<td>8 cp</td>
<td>4 cp</td>
</tr>
<tr>
<td>Masters degree (coursework)—16 cp</td>
<td>10 cp</td>
<td>6 cp</td>
</tr>
</tbody>
</table>

The total credit given can include combinations of specified and unspecified credit for individual units and block credit.

When deciding how much credit is appropriate and the level of learning that should be demonstrated, assessors must ensure that the integrity of the course is maintained and that students are not disadvantaged. Students must successfully complete sufficient units at the appropriate AQF level to demonstrate achievement of the course learning outcomes.

Credit arrangements

Credit arrangements are commonly negotiated to enable students to articulate into a bachelor degree (see below). The AQF Qualifications Pathway Policy provides the following percentages as a basis for negotiating such arrangements:

- 50% credit for an advanced diploma or associate degree
  Linked to a 3-year bachelor degree
- 37.5% credit for an advanced diploma or associate degree
  Linked to a 4-year bachelor degree
- 33% credit for a diploma
  Linked to a 3-year bachelor degree
- 25% for a diploma
  Linked to a 4-year bachelor degree

This does not preclude any further credit under institutional or individual student arrangements.

Nested postgraduate degrees

At Deakin, 16-credit-point masters degrees should be designed to enable guaranteed credit for four credit points where students enter with qualifications or experience in the same discipline area.

Credit arrangements for combined or dual degrees

Combined or dual (with a partner) degrees may have reciprocal credit arrangements whereby learning achieved in one course is recognised to assign credit in the other.

Reciprocal credit may be granted for a maximum of one third of each Deakin course [degree]. The remaining two thirds of each Deakin course must be unique to that course.

For dual degrees (involving a partner) exceptions to this requirement can be approved by Academic Board.
Credit for overseas qualifications

Credit can be granted for overseas qualifications benchmarked against AQF qualifications with reference to information and guidelines provided by the Australian Government’s National Office for Overseas Skills Recognition (AEI-NOOSR) or the National Academic Recognition Information Centres (NARIC) database.

PATHWAY ARRANGEMENTS

What credit arrangements can be made with other institutions?

Credit arrangements with other institutions can be made by faculties or the University taking into account the comparability and equivalence of:

- learning outcomes
- volume of learning
- program of study (including content) and
- learning and assessment approaches.

The typical credit allowed for articulation into Bachelor and postgraduate courses are set out above.

<table>
<thead>
<tr>
<th>Faculties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculties can make arrangements with other institutions for standard credit arrangements for courses offered by the faculty</td>
</tr>
<tr>
<td>Arrangements are:</td>
</tr>
<tr>
<td>• approved by faculty board</td>
</tr>
<tr>
<td>• recorded by faculties on the Credit for Prior Learning (CPL) Database administered by the Division of Student Administration</td>
</tr>
<tr>
<td>• reviewed and updated by the faculty as part of the major course review process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVC Global Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>On advice from the DVCGE, the University can enter articulation pathway arrangements with another institution that may offer entry into a Deakin course upon completion of that institution’s course</td>
</tr>
<tr>
<td>Articulation pathways include technical and further education (TAFE) pathways and Deakin College pathways.</td>
</tr>
<tr>
<td>The DVCGE monitors pathway arrangements and provides annual reports to Academic Board.</td>
</tr>
</tbody>
</table>

Formalised pathway arrangements will also include minimum academic criteria for students to be admitted via the pathway. For example, admission criteria may consist of a minimum average mark achieved across the pathway course and/or the completion of specified units.

Pathway arrangements may have various levels of integration and may involve:

- an articulation arrangement where formal learning at the partner institution is recognised and credit is granted towards a Deakin degree
- an arrangement where Deakin licenses its curriculum to the partner and possibly also teaches into the partner’s course
- a dual degree arrangement
- a joint degree with the partner followed by articulation into a Deakin course.

Quality assurance arrangements must be in place to ensure the ongoing quality and standard of the partner’s course and the level of attainment of students articulating into the Deakin course. The nature of these arrangements should be covered in the agreement with the partner.
CREDIT APPLICATIONS

How do students apply for credit?

<table>
<thead>
<tr>
<th>Time of application</th>
<th>Normally, applicants are assessed for credit as part of the admission process or, where a student has already enrolled in a unit, within the first two weeks of the start of the unit. An extension may be granted by the CPL Office in exceptional circumstances.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form of application</td>
<td>Credit applications may be made to the CPL Office using the online application form and should be accompanied by verifiable evidence of relevant learning.</td>
</tr>
<tr>
<td>Evidence of learning</td>
<td>Must demonstrate achievement against the learning outcomes of the component/s of the course for which credit is sought and may include: • verifiable copies of academic transcripts and extracts from institutional handbooks or other official documentation giving sufficient details to allow an assessment of the application evidence of learning associated with work or life experiences which may include: – work history – testimony from third parties, including references from employers outlining responsibilities and achievements, letters from clients and/or evaluations from supervisors – tangible outputs such as publications and products of work aligned to a position description.</td>
</tr>
<tr>
<td>Credit decision</td>
<td>Credit decisions are made by the CPL Office or faculties in accordance with specified processes and deadlines. Credit determinations will be made as quickly as possible using credit precedents. The CPL Office or Deakin International provide students written notice of the outcome of their credit application (including sufficient explanation and details) as soon as possible and no later than two working days after the decision is made. Students may request a review of the credit decision within five working days of notification of the outcome. Reviews are generally conducted by the associate head of school/department or associate dean teaching and learning. Records of credit granted are maintained by the CPL Office.</td>
</tr>
</tbody>
</table>

See the Credit for Prior Learning procedure for further details about the processes for managing credit applications and making credit decisions.
CHAPTER 10: COURSE POLICY COMPENDIUM

DEAKIN’S STRATEGIC AGENDA

*LIVE the future: Agenda 2020* states Deakin’s commitment to offering its students a brilliant education by:
- providing premium cloud and located learning
- delivering globally connected learning
- welcoming, supporting and retaining committed and capable learners and
- empowering learners for the jobs and skills of the future.

This strategic agenda is supported by the *Student Learning and Experience Plan 2016–2020* that sets the goals and strategies to advance premium quality learning and experience at all campuses.

DEAKIN’S COURSE POLICY SUITE

The University’s suite of course-related policies and procedures provides the framework that enables us to implement our teaching and learning strategies and carry out activities in a consistent and transparent way. They are developed and reviewed in accordance with Deakin’s overarching Policy Framework and *Academic Policy*.

The policy framework can also be found on the Academic Policy Page:

This compendium provides ready access to all of the policies and procedures related to coursework programs that are maintained in *Deakin’s policy library* as well as associated legislation and other relevant information.

DEAKIN’S COURSES AND AWARDS

Deakin offers courses in accordance with the Deakin Curriculum Framework that lead to the conferral of awards in accordance with the levels specified in the Australian Qualifications Framework (AQF). Deakin and its controlled entities also offer micro-credentials that warrant learning that is not in itself sufficient to lead to an academic award. For the principles that inform Deakin’s courses and awards and the requirements for awards see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Education Courses policy</strong></td>
<td>• Principles and standards for higher education courses</td>
</tr>
<tr>
<td>• Schedule A: Deakin Curriculum</td>
<td>• The Deakin Curriculum Framework including:</td>
</tr>
<tr>
<td>Framework</td>
<td>– Deakin Graduate Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td>– Assessment principles</td>
</tr>
<tr>
<td></td>
<td>– Nature of learning experiences</td>
</tr>
<tr>
<td></td>
<td>– Enhancement and review principles</td>
</tr>
<tr>
<td></td>
<td>• Responsibilities for governance and management oversight</td>
</tr>
<tr>
<td><strong>Deakin Micro-credentials policy</strong></td>
<td>• Principles for award of micro-credentials</td>
</tr>
<tr>
<td></td>
<td>• Features of:</td>
</tr>
<tr>
<td></td>
<td>– Deakin Hallmarks</td>
</tr>
<tr>
<td></td>
<td>– Deakin Professional Practice Credentials</td>
</tr>
<tr>
<td><strong>Academic Awards procedure</strong></td>
<td>• Award titles</td>
</tr>
<tr>
<td>• Schedule A: Award colours</td>
<td>• Conferral of awards</td>
</tr>
<tr>
<td></td>
<td>• Certification</td>
</tr>
</tbody>
</table>

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
Associated legislation

- Deakin University Act 2009
- Education Services for Overseas Students Act 2000
- Higher Education Standards Framework (Threshold Standards) 2015
- Statute 5.2—Academic Awards
- Deakin Regulation 5.2(2)—Higher Education Award Courses - General
- Deakin Regulation 5.2(3)—Conferring of Academic Awards
- Deakin Regulation 5.2(4)—Revocation of Academic Awards

Other information

- LIVE the future: Agenda 2020
- Australian Qualifications Framework (AQF)
- AQF Qualifications Issuance Policy
- Deakin Hallmarks procedure

ADMISSION AND RECOGNITION OF PRIOR LEARNING

Deakin’s admission requirements are designed to ensure access and participation by students who could be expected to successfully undertake and complete their intended study. Pathways and Recognition of Prior Learning (RPL) arrangements are provided that enable them to progress through education easily and readily without disadvantaging them or compromising the integrity of courses, accreditation requirements or resulting awards. For detailed admission and RPL principles and processes see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
</table>
| Admission Criteria and Selection (Higher Education Courses) policy | • Principles underpinning eligibility for admission and selection into courses  
• Responsibilities of Academic Board, faculties and other relevant areas |
| Admission Criteria and Selection (Higher Education Courses) procedure | • Course admission criteria, including:  
  – Minimum qualifications or experience  
  – English language criteria  
• Application and selection processes  
• Admission and selection adjustment factors  
• Internal course transfers  
• Re-admission |
| Recognition of Prior Learning Policy | • Principles for credit decisions  
• Credit arrangements for combined or dual courses  
• Responsibilities of Academic Board and faculties |
| Recognition of Prior Learning Procedure | • Application process  
• Decision-making  
• Arrangements with other institutions |
| Admission Process, Enrolment, Fees and Charges policy and procedure | Administrative requirements for:  
• Offers  
• Admission  
• Deferred entry  
• Enrolment, including cross-institutional enrolment  
• Intermission  
• Discontinuation of enrolment in course or unit  
• Course and campus transfers  
• Student fees and charges |
**COURSE DESIGN AND DELIVERY**

Award courses are designed, delivered and overseen by appropriately qualified staff to advance Deakin’s teaching and learning goals in line with the Higher Education Standards Framework. For detailed requirements see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Design and Delivery procedure</strong></td>
<td><strong>Roles and responsibilities</strong></td>
</tr>
<tr>
<td>Schedule A: Academic staff qualifications</td>
<td>• Roles and responsibilities of course and unit teams and leaders</td>
</tr>
<tr>
<td>Schedule B: Standards for course sites</td>
<td>• Minimum qualifications</td>
</tr>
<tr>
<td>Schedule C: Standards for unit sites</td>
<td><strong>Course design</strong></td>
</tr>
<tr>
<td>Schedule D: Learning Experiences</td>
<td>• Course design: specifications, academic integrity, work-integrated</td>
</tr>
<tr>
<td></td>
<td>learning</td>
</tr>
<tr>
<td></td>
<td>• Course building blocks: units, majors, minors and specialisations</td>
</tr>
<tr>
<td></td>
<td>• Structures for particular types of courses</td>
</tr>
<tr>
<td><strong>Course delivery</strong></td>
<td><strong>Course information for students</strong></td>
</tr>
<tr>
<td></td>
<td>• Language of instruction</td>
</tr>
<tr>
<td></td>
<td>• Academic calendars</td>
</tr>
<tr>
<td></td>
<td>• Cloud and campus learning environments</td>
</tr>
<tr>
<td></td>
<td>• Timetabled learning experiences</td>
</tr>
<tr>
<td></td>
<td>• Third party arrangements</td>
</tr>
<tr>
<td><strong>Course information for students</strong></td>
<td><strong>Student Placement procedure</strong></td>
</tr>
<tr>
<td>• Communicating course information to students</td>
<td>• Placement arrangements</td>
</tr>
<tr>
<td>• Publication requirements for Handbook and Unit Guides</td>
<td>• Information for students</td>
</tr>
<tr>
<td>• Minimum standards for course and unit sites</td>
<td>• Limitations on access to placements</td>
</tr>
<tr>
<td></td>
<td>• Student obligations, conduct and performance</td>
</tr>
<tr>
<td><strong>Research in Honours and Coursework Units procedure</strong></td>
<td><strong>Research in Honours and Coursework Units procedure</strong></td>
</tr>
<tr>
<td>• Qualifications and responsibilities of supervisors</td>
<td><strong>To follow the hyperlinks indicated by blue text, go to the digital version of 'Leading courses' at dt教.deakin.edu.au.</strong></td>
</tr>
<tr>
<td>• Research integrity and conduct</td>
<td>• Assessment of research projects</td>
</tr>
</tbody>
</table>
ASSESSMENT
Assessment is designed and implemented in line with the principles in the Deakin Curriculum Framework to confirm that all course learning outcomes are achieved. For Deakin’s requirements relating to assessment tasks and arrangements see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
</table>
| Assessment (Higher Education Courses) procedure | • Design and approval  
• Assessment panels  
• Unit assessment task requirements  
• Standards for unsupervised online tests  
• Communication and feedback to students  
• Examinations  
• Marking and re-marking  
• Special consideration  
• Finalisation, review and publication of results  
• Pass conceded  
• Approved methods of ensuring comparability of assessment  
• Administration of unsupervised online tests |
| Research in Honours and Coursework Units procedure | • Additional requirements for assessment of research projects |
| Examinations procedure | • Instructions to examination candidates  
• Administrative management of examinations |

Associated legislation
- Deakin Statute 5.3—Assessment and Academic Progress  
- Deakin Regulation 5.3(1)—Assessment and Academic Progress in Higher Education Award Courses  
- Deakin Regulation 4.1(1) — General Misconduct  
- Deakin Regulation 4.1(2) — Academic and Research Integrity

Other information
- Deakin Curriculum Framework  
- Academic Integrity procedure  
- Making Reasonable Adjustments for a Member of the University with a Disability or Health Condition Procedure
ACADEMIC PROGRESS
For Deakin’s processes for identifying students at risk of unsatisfactory progress and providing specific support, see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Progress policy</strong></td>
<td>• Process for detecting and supporting students at risk of or making unsatisfactory academic progress</td>
</tr>
<tr>
<td>• Schedule A: Actions to support students at risk</td>
<td>• Incorporates procedure</td>
</tr>
<tr>
<td>• Process for detecting and supporting students at risk of or making unsatisfactory academic progress</td>
<td>• Role of faculty academic progress committees</td>
</tr>
<tr>
<td>• Actions where student has made unsatisfactory progress</td>
<td>• Appeals</td>
</tr>
</tbody>
</table>

Associated legislation

- Deakin Statute 5.3—Assessment and Academic Progress
- Deakin Regulation 5.3(1)—Assessment and Academic Progress in Higher Education Award Courses
- Education Services for Overseas Students Act 2000
- National Code of Practice for Providers of Education and Training to Overseas Students 2007
- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act (Vic)

Other information

• Student Code of Conduct
• Conflict of Interest Procedure
• Academic Progress webpage

ACADEMIC INTEGRITY
For Deakin’s requirements for promoting academic integrity and responding to breaches see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Integrity policy</strong></td>
<td>• Responsibilities of staff to avoid plagiarism and collusion</td>
</tr>
<tr>
<td>• Prescription of learning resources</td>
<td>• Conflict of interest</td>
</tr>
<tr>
<td>• Processes for managing staff breaches</td>
<td>• Processes for managing staff breaches</td>
</tr>
</tbody>
</table>

**Student Academic Integrity policy**
Principles for promoting and supporting academic integrity and maintaining academic standards including:
• educative and supportive approach to uphold academic integrity
• responsibilities of staff, students and faculties
• types of academic integrity breaches and definitions
• record keeping and reporting requirements
• third party arrangements

**Student Academic Integrity procedure**
Processes for educating students about academic integrity and responding to allegations of breaches, including:
• education and support for students
• investigation of potential breaches
• hearings and decisions of faculty integrity committees
• a point system to guide outcomes of proven breaches
• grounds in which students may appeal a faculty decision
• conditions around the continuation of study and enrolment of a student throughout the management of an allegation

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
### Policies/procedures Coverage

**Student Appeals procedure**
Documents appeals processes for students enrolled in higher education award courses including:
- grounds of appeal
- process of lodging an appeal
- consideration if appeals meet thresholds to proceed to hearing
- hearing an appeal
- hearing decision
- guidelines regarding written notifications

### Associated legislation
- Deakin Statute 4.1—Student Misconduct
- Deakin Regulation 4.1(2)—Academic Misconduct
- Deakin Regulation 5.3(1)—Assessment and Academic Progress in Higher Education Award Courses
- Education Services for Overseas Students Act 2000
- National Code of Practice for Providers of Education and Training to Overseas Students 2017
- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act (Vic)

### Other information
- Student Code of Conduct
- Research Integrity Breaches procedure
- Framework for Assuring Quality and Integrity of Assessment
- Deakin Guide to Referencing website

### QUALITY ASSURANCE
Institutional approval and review processes are implemented to assure the quality of Deakin’s courses and awards. Regular monitoring and evidence-based review inform ongoing improvements.

For Deakin’s approval and review requirements and supporting information see the following:

<table>
<thead>
<tr>
<th>Policies/procedures</th>
<th>Coverage</th>
</tr>
</thead>
</table>
| **Higher Education Courses Approval and Review procedure** | • Course approvals  
• Course revisions  
• Approval and review of non-award courses  
• Annual and major course reviews  
• Unit reviews  
• External referencing of assessment  
• Course continuations and discontinuations  
• Obligations to students following course discontinuations or revisions |
| **Deakin Hallmarks procedure** | • Approval, award and review of Hallmarks |
| **Deakin Professional Practice Credentials procedure** | • Approval, award and review of professional practice credentials  
• Breaches of obligations by candidates process |
| **Evaluation of Teaching and Units procedure** | • Use of approved survey for obtaining student feedback on teaching and learning within units  
• Review and reporting of results of evaluations  
• Use of results to improve quality of teaching and units  
• Feedback to students |
To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dteach.deakin.edu.au.
CHAPTER 11: ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACSB</td>
<td>Association to Advance Collegiate Schools of Business</td>
</tr>
<tr>
<td>AAUT</td>
<td>Australian Awards for University Teaching</td>
</tr>
<tr>
<td>ACCA</td>
<td>Association of Chartered Certified Accountants</td>
</tr>
<tr>
<td>AEI-NOSR</td>
<td>Australian Government’s National Office of Overseas Skills Recognition</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>ASCED</td>
<td>Australian Standard Classification of Education</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
</tr>
<tr>
<td>AUSLAN</td>
<td>Australian sign language</td>
</tr>
<tr>
<td>CAMS</td>
<td>Course Approval Management System</td>
</tr>
<tr>
<td>CLO</td>
<td>Course learning outcomes</td>
</tr>
<tr>
<td>cp</td>
<td>credit point(s)</td>
</tr>
<tr>
<td>CPA</td>
<td>Certified Practising Accountant</td>
</tr>
<tr>
<td>CPL</td>
<td>credit for prior learning</td>
</tr>
<tr>
<td>CRADLE</td>
<td>Centre for Research in Assessment and Digital Learning</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
</tr>
<tr>
<td>CRG</td>
<td>Course Reference Group</td>
</tr>
<tr>
<td>CSG</td>
<td>Course Strategy Group</td>
</tr>
<tr>
<td>DGLO</td>
<td>Deakin graduate learning outcomes</td>
</tr>
<tr>
<td>DUSA</td>
<td>Deakin University Student Association</td>
</tr>
<tr>
<td>DVCE</td>
<td>Deputy vice-chancellor education</td>
</tr>
<tr>
<td>DCVGE</td>
<td>Deputy vice-chancellor global engagement</td>
</tr>
<tr>
<td>EFMD</td>
<td>European Foundation for Management Development</td>
</tr>
<tr>
<td>EFTLS</td>
<td>equivalent full-time student load</td>
</tr>
<tr>
<td>EPAS</td>
<td>European Foundation for Management Development Programme Accreditation System</td>
</tr>
<tr>
<td>EPRA</td>
<td>External Peer Review of Assessment</td>
</tr>
<tr>
<td>EQUIS</td>
<td>academic accreditation arm of EFMD</td>
</tr>
<tr>
<td>ERoS</td>
<td>External Referencing of Standards</td>
</tr>
<tr>
<td>ESOS</td>
<td>Education Services for Overseas Students</td>
</tr>
<tr>
<td>ESS</td>
<td>Employer Satisfaction Survey</td>
</tr>
<tr>
<td>FPA</td>
<td>Financial Planning Association</td>
</tr>
<tr>
<td>Go8</td>
<td>Group of Eight</td>
</tr>
<tr>
<td>GCDL</td>
<td>Graduate Certificate Digital Learning</td>
</tr>
<tr>
<td>GCHE</td>
<td>Graduate Certificate in Higher Education</td>
</tr>
<tr>
<td>GOS</td>
<td>Graduate Outcomes Survey</td>
</tr>
<tr>
<td>GOS-L</td>
<td>Graduate Outcomes Survey—Longitudinal</td>
</tr>
<tr>
<td>HDR</td>
<td>Higher Degree Research</td>
</tr>
<tr>
<td>HILTN</td>
<td>Health Innovative Learning and Teaching Network</td>
</tr>
<tr>
<td>HR</td>
<td>human resources</td>
</tr>
<tr>
<td>IRU</td>
<td>Innovative Research Universities</td>
</tr>
<tr>
<td>MCR</td>
<td>major course review</td>
</tr>
<tr>
<td>MOOCs</td>
<td>massive open online courses</td>
</tr>
<tr>
<td>LAC</td>
<td>Learning Awards Committee</td>
</tr>
<tr>
<td>LAP</td>
<td>Learning Access Plans</td>
</tr>
<tr>
<td>NARIC</td>
<td>National Academic Recognition Information Centres</td>
</tr>
<tr>
<td>OLT BLASST</td>
<td>Office for Learning and Teaching—Benchmarking leadership and advancement of standards for sessional teaching</td>
</tr>
<tr>
<td>PASS</td>
<td>Peer Assisted Study Skills</td>
</tr>
<tr>
<td>QILT</td>
<td>Quality Indicators for learning and Teaching</td>
</tr>
<tr>
<td>RRTC</td>
<td>Research and Research Training Committee</td>
</tr>
<tr>
<td>SEAS</td>
<td>Special Entry Access Scheme</td>
</tr>
<tr>
<td>SES</td>
<td>Student Experience Survey</td>
</tr>
<tr>
<td>SIPU</td>
<td>Strategic Intelligence and Planning Unit</td>
</tr>
<tr>
<td>STAT</td>
<td>Special Tertiary Admission Test</td>
</tr>
<tr>
<td>TAFE</td>
<td>technical and further education</td>
</tr>
<tr>
<td>TL</td>
<td>team leader</td>
</tr>
</tbody>
</table>

To follow the hyperlinks indicated by blue text, go to the digital version of ‘Leading courses’ at dt教.deakin.edu.au.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEQSA</td>
<td>Tertiary Education Quality and Standards Agency</td>
</tr>
<tr>
<td>TLO</td>
<td>threshold learning outcomes</td>
</tr>
<tr>
<td>ULO</td>
<td>unit learning outcomes</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admission Centre</td>
</tr>
<tr>
<td>WIL</td>
<td>work-integrated learning</td>
</tr>
</tbody>
</table>