



Deakin Learning Futures AGENDA 2020: Course Enhancement

Course enhancements -key stages

- 1 SCOPING**
A Course Evidence Portfolio is the basis for determining:
 - > areas of strength
 - > areas for enhancement
 - > an agreed plan of work
- 2 REDESIGNING**
for learning, specifically ensuring: course learning outcomes aligned to Deakin's Graduate Outcomes and accreditation requirements and standards, unit learning outcomes aligned to assessment tasks
- 3 RESOURCING**
for the cloud, such as:
 - > From lectures to cloud concepts
 - > CloudDeakin refresh
 - > Simulated assessment
- 4 EVALUATING**
Deakin Learning Futures works with the course team to facilitate research and evaluation of the enhancement process

Last updated 16 September 2013

Contents

| | | |
|----------|--|-----------|
| 1 | Purpose of this Document | 1 |
| 2 | Overview of the Course Enhancement Process | 1 |
| | Timelines..... | 1 |
| | Learning Futures Support | 1 |
| | Stage 1: Scoping | 3 |
| 1.1 | What’s the Course Evidence Portfolio? | 3 |
| 1.2 | Part 1 of the Course Evidence Portfolio..... | 3 |
| 1.3 | Part 2 of the Course Evidence Portfolio..... | 4 |
| 1.4 | How is the Course Evidence Portfolio created?..... | 5 |
| 1.5 | How do course teams use the Course Evidence Portfolio? | 5 |
| | Stage 2: Assessment and Learning Redesign | 6 |
| 2.1 | Course Learning Outcomes and minimum standards..... | 7 |
| 2.1.1 | How to create Course Learning Outcomes and minimum standards..... | 7 |
| 2.1.2 | What happens if a course has majors?..... | 8 |
| 2.1.3 | Examples..... | 8 |
| 2.1.4 | Detailed Course Learning Outcome standards rubrics..... | 8 |
| 2.2 | Map of the CLOs across the units that make up a course/major | 9 |
| 2.2.1 | Courses with majors | 9 |
| 2.2.2 | Template..... | 9 |
| 2.3 | Unit Plans..... | 10 |
| 2.3.1 | Aims of unit enhancement | 10 |
| 2.3.2 | What’s involved in creating a Unit Plan? | 10 |
| 2.4 | Course Plans | 13 |
| | Stage 3: Resourcing | 14 |
| 3.1 | Cloud Concepts | 14 |
| 3.2 | Simulations | 16 |
| 3.3 | CloudDeakin Refresh | 16 |
| 3.4 | Staff Capacity Building..... | 17 |
| | Stage 4: Evaluating | 18 |
| | References | 19 |
| | Appendix 1 Learning Futures Faculty Support Pod membership and contact details | 20 |
| | Appendix 2 Course Enhancement Support Reference Group | 21 |
| | Appendix 3 Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Bachelor degree level | 25 |

| | | |
|--------------------|--|-----------|
| Appendix 4 | Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Bachelor Honours (AQF 8) | 30 |
| Appendix 5 | Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Graduate Certificate and Graduate Diploma (AQF 8)..... | 35 |
| Appendix 6 | Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Masters Degree (Coursework)..... | 39 |
| Appendix 7 | Hypothetical Example: Deakin Graduate Learning Outcomes, professional requirements, Course Learning Outcomes and Standards for the Major in Accounting . | 43 |
| Appendix 8 | Course Learning Outcome Standards Rubrics Templates for AQF Level 7 Bachelor Degree Courses..... | 44 |
| Appendix 9 | Course Learning Outcomes (CLO) Map Template..... | 52 |
| Appendix 10 | Unit Plan Template | 53 |
| Appendix 11 | Learning Outcomes..... | 55 |
| Appendix 12 | Course Plan..... | 57 |

Preparation of the Guide to Course Enhancement

This document was prepared by Associate Professor Kylie O’Brien, Director of Assessment and Learning Design, Learning Futures. The editorial assistance of Aleisha Ting and Corrina Phillips is gratefully acknowledged.

1 Purpose of this Document

The purpose of this document is to provide an overview of the Course Enhancement Process.

2 Overview of the Course Enhancement Process

Deakin faculties enhance their courses using the Course Enhancement Process framework with assistance from University-wide support services, particularly Deakin Learning Futures, Library, Division of Student Life and others. Courses are enhanced to improve:

- Course engagement (intellectually challenging and engaging cloud and located assessment, resources and experiences)
- Course effectiveness (outcomes such as graduate satisfaction and employability)
- Course efficiency (ensuring sustainability and affordability).

Course enhancement is a four-stage process, set out in the following pages and in Figure 1.

- Stage 1: Scoping
- Stage 2: Assessment and Learning redesign
- Stage 3: Resourcing
- Stage 4: Evaluating

Figure 1 sets out broadly the process, stages and staff involved, though individual Faculties and course teams may choose to make some adjustments.

Timelines

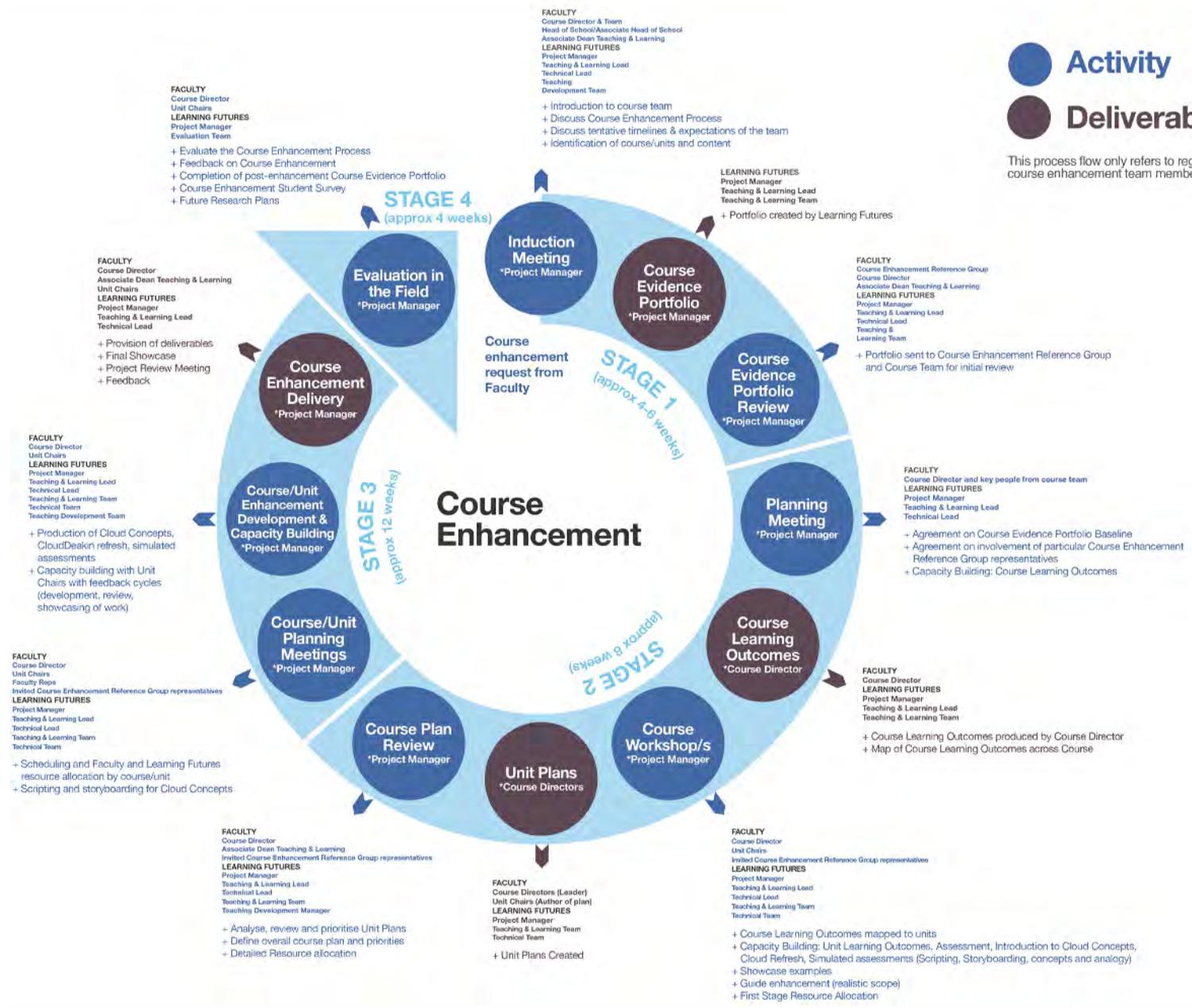
Faculties have set specific timelines for completion of course enhancements over the 2012–2015 period, and have allocated a specific number of weeks for completion of each stage. This means that there is a date set by the Faculty when a course commences and completes each of the four stages of the course enhancement process. During course enhancement, Learning Futures (and other support services as required) works intensively with course teams.

Learning Futures Support

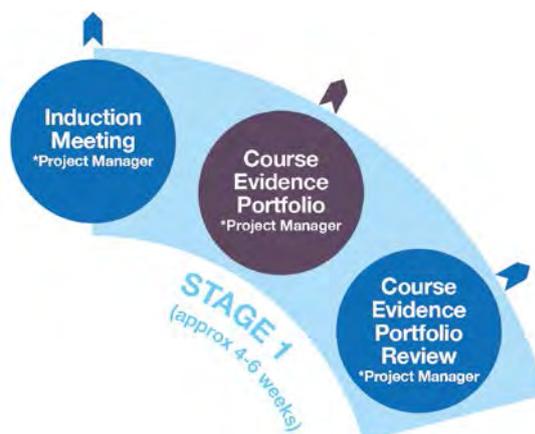
Each Faculty has a designated (Course Enhancement) Learning Futures Faculty Support Pod to assist course teams with course enhancement. Membership and key contacts of Faculty Support Pods are provided in **Appendix 1**.



This process flow only refers to regular course enhancement team members



Stage 1: Scoping



This stage typically takes 5–6 weeks. When a faculty initiates a course enhancement, preparation begins with intense staff capacity building (this can be in teams, self-directed, in the cloud or on location). While this is underway, Learning Futures assembles a **Course Evidence Portfolio**. Its purpose is to provide evidence pertaining to Deakin University’s curriculum standards. In some cases where a course has majors or strands, a course major portfolio may be produced instead. The term Course Evidence Portfolio will be taken to include these possibilities.

1.1 What’s the Course Evidence Portfolio?

Deakin University’s **curriculum standards** (input and outcome standards) are designed to guide course development and enhancement. The Course Evidence Portfolio is set out in two parts:

- Part 1: Curriculum design: analysing the curriculum inputs in relation to Deakin’s curriculum design standards, and
- Part 2: Curriculum effectiveness: analysing the curriculum outcomes in relation to Deakin’s curriculum effectiveness standards.

An example is available on the Learning@Deakin website, retrieved 10 July 2013, <<http://www.deakin.edu.au/learning-futures>>.

1.2 Part 1 of the Course Evidence Portfolio

Appropriate **curriculum design standards (inputs)** should enable effective curriculum outcomes (student demand, graduate success and perceptions of course quality; and employer and industry perceptions of graduate preparedness). Deakin’s **curriculum design standards (inputs)** are:

1. Learning outcomes are clearly articulated and relevant to graduate destinations (Huba & Freed 2000, Ramsden 2003, Biggs 2007, Penn 2011)
2. Assessment and feedback are carefully designed opportunities to enable students to demonstrate, improve and evidence achievement of graduate learning outcomes (Nicol & Macfarlane-Dick 2006, Race & Pickford 2007, Yorke 2008, Boud 2010, National Institute for Learning Outcomes Assessment 2010, Yorke 2010)
3. Educators engage, enthuse and inspire students to learn (Chickering & Gamson 1987, Chalmers & Fuller 1996, Ramsden 2003, Race & Pickford 2007)
4. Learning experiences, on location or in the cloud, are personal, engaging and relevant, challenging learners in authentic and work-integrated experiences and assessments (Chickering & Gamson 1987, Holmes 1999, Mentkowski 2000, Magolda 2009).

Part 1 of the Course Evidence Portfolio provides an analysis of a course curriculum in relation to the above-mentioned curriculum design standards. It covers:

1. **Compliance with AQF:** How well does the course comply with the AQF requirements? Results of the 2012 AQF compliance audit are included.
2. **Outcomes and standards:** How are Deakin's Graduate Outcomes aligned with discipline or professional standards, contextualised and embedded in the course, and where and how often are they assessed and evidenced? How challenging are the unit learning outcomes, and are they all assessed?
3. **Assessment:** Is there a variety of appropriate assessment types? Is there an appropriate balance of individual versus group assessment, and the amount of assessment undertaken by the faculty, by industry, by students themselves and by their peers? Does feedback include formative advice on how to improve, and is it provided in time to promote learning and improvement in the next assessment? How closely do assessment tasks resemble the sort of work the graduate will be doing in their intended professional field and what proportion take place in proximity to industry? Do assessment tasks enable evidence of student achievement that could be shared with prospective employers, and is the student prompted to reflect on and curate evidence of learning in a portfolio?
4. **Personal, engaged and relevant cloud and located learning:** What types and variety of learning experiences and resources are offered? Do they encourage active learning? Can assessments, experiences and resources be accessed in the cloud and if so, are they engaging? When and where do we require students to be physically present, and are those experiences personal, engaging and relevant?

1.3 Part 2 of the Course Evidence Portfolio

The second part of the Course Evidence Portfolio provides an analysis of indicators that relate to the curriculum effectiveness standards (outcomes). Deakin's **curriculum effectiveness standards** are evidence that students have learned effectively and are employable. Employable graduates have the 'skills, understandings and personal attributes that make [them] more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy' (Yorke 2006, p. 8). At Deakin, employable graduates can evidence achievement of the Deakin's Graduate Learning Outcomes and Standards aligned with the Australian Qualifications Framework.

Part 2 of the Course Evidence Portfolio includes information on:

- **Student demand**
 - First preferences
 - Average Australian Tertiary Admissions Rank (ATAR)
 - Commencing and total headcount and EFSTL (Deakin standard: minimum 30 EFTSL in undergraduate courses; minimum 15 EFTSL in postgraduate courses)
- **Student success**
 - First year retention rate, course annual retention rate (Deakin standard: 80% retention)
 - Course student load pass rate, unit pass rates, course completions (Deakin standard: 80% pass rate)

- Student perceptions of the quality of the course (student evaluation of teaching and units; Getting started at Deakin) (Deakin standard: 80% SETU overall satisfaction)
- Graduate destination (employment and further study), graduate perceptions of the quality of the course (Deakin standard: 80% CEQ overall satisfaction) and the extent to which it prepared them for their intended destinations

1.4 How is the Course Evidence Portfolio created?

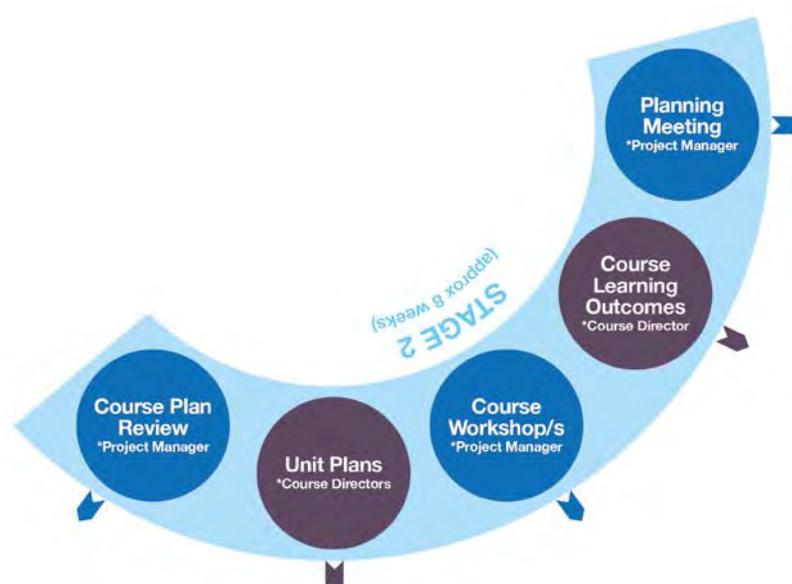
In general, the course evidence portfolio is created by Learning Futures using information taken from Unit Guides available on BRUCE and/or provided by course teams. The evidence portfolio is a snap-shot in time only and is a 'student's view' of the course.

1.5 How do course teams use the Course Evidence Portfolio?

Course teams can use the course evidence portfolio to guide their course enhancement process. For example, course teams can use the teaching and learning data (Part 1) to guide discussions and decisions across the whole course (or major) in relation to assessment. Course teams could use the analysis of learning outcomes to decide, on the whole, whether the level of challenge described by unit learning outcomes is appropriate for the course, given its AQF level (that is, is there an appropriate mix of 'less challenging', 'moderately challenging' and 'more challenging' learning outcomes).

Course teams can also use the Course Evidence Portfolio to evidence change, pre and post-enhancement. Learning Futures can assist in this task. A Reference Group that includes members from University support services will also give course teams feedback on the Course Evidence Portfolio and make suggestions about where, if relevant, the various support services may be able to assist teams. See Appendix 2 for Reference Group membership and contact details.

Stage 2: Assessment and Learning Redesign



The Assessment and Learning Design takes typically 8–12 weeks (the exact time is allocated by the Faculty). The course (or major) team is supported to review the curriculum design to ensure that:

- course learning outcomes and standards are aligned with Deakin’s Graduate Outcomes, professional accreditation requirements and standards, and relevant AQF specifications;
- clearly articulated paths of outcome and attainment, with developmental scaffolding
- clear indications of how course learning outcomes are mapped across the units of study that make up the course
- clear indications that unit learning outcomes are aligned with course learning outcomes, and unit assessment tasks are aligned with unit learning outcomes
- assessment and feedback are best practice and include an appropriate mix of tasks, authentic and work-integrated, including peer and self-assessment, to promote evidence for employability.

There are four **key deliverables** in this stage of course enhancement:

1. Course Learning Outcomes (CLO) and minimum standards
2. A Course (or Major) map of the CLOs across the units that make up a course (or major)
3. Unit Plans
4. The Course Plan

2.1 Course Learning Outcomes and minimum standards

Deakin University has made a commitment to developing key employability skills in students, termed Deakin Graduate Learning Outcomes (Figure 2). These graduate learning outcomes are systematically integrated into Deakin courses by contextualising them as **Course Learning Outcomes**. Course Learning Outcomes specify the outcomes that graduates must achieve (for example, ‘must have communication skills’). Course Learning Outcomes also integrate professional accreditation standards or requirements, in alignment with the requirements of the relevant level of the Australian Qualifications Framework (AQF). Course Learning Outcome **minimum standards** specify the *level of performance* in those outcomes expected on graduation. The overall Course Learning Outcomes and minimum standards are statements that relate broadly to a whole course.

Figure 2: Relationship between Deakin Graduate Learning Outcomes, Course Learning Outcomes and Minimum Standards

| Deakin Graduate Learning Outcomes | Course Learning Outcomes Graduates of this course can: | Minimum standard (of performance) |
|--|---|--------------------------------------|
| 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 judgment  | | |
| 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  | | |

2.1.1 How to create Course Learning Outcomes and minimum standards

Templates for creating **Course Learning Outcomes** and **minimum standards** that contextualise the Deakin Graduate Learning Outcomes in alignment with the requirements of the AQF have been provided in:

- **Appendix 3** (AQF level 7 Bachelor degree)
- **Appendix 4** (AQF level 8 Bachelor [Honours])
- **Appendix 5** (AQF level 8 Graduate Certificate and Graduate Diploma)
- **Appendix 6** (AQF level 9 Masters degree [coursework])

Ideally, there should be eight Course Learning Outcomes, one relating to each of the eight Deakin Graduate Learning Outcomes. Note that when creating the minimum standards, reference should be made to the Australian Qualifications Standards Framework.

2.1.2 What happens if a course has majors?

If a course has a small number of majors, there are two main approaches that may be taken:

- A common set of course learning outcomes could be produced aligned to each of the 8 Deakin Graduate Learning Outcomes, and for each major, a separate *Course Learning Outcome 1: discipline-specific knowledge and capabilities* could be developed for each of the majors. An example of a course that took this approach is the B Health Sci with its four majors, retrieved 10 July 2013, <<http://www.deakin.edu.au/learning/course-enhancements-sandpits>>.
- Another approach is to create Course Learning Outcomes for the common core units, then a separate set of major learning outcomes for each major. This approach might be particularly relevant for courses in which a major is associated with professional accreditation requirements e.g. B Commerce (Accounting). If a course has a large number of majors and there is little in common (that is, not many core units), then Course Learning Outcomes will need to be developed for each major separately.

2.1.3 Examples

An example showing Deakin Graduate Learning Outcomes mapped to an accrediting body's threshold learning outcomes at the appropriate AQF level to create Course Learning Outcomes is provided in **Appendix 7**.

Other examples of Course Learning Outcomes for a range of courses is available on the Learning@Deakin website, retrieved 10 July 2013, <<http://www.deakin.edu.au/learning-futures>>.

2.1.4 Detailed Course Learning Outcome standards rubrics

More detailed Course Learning Outcome Standards can be created using holistic **Standards rubrics** that relate to the eight Deakin Course Learning Outcomes. Standards rubrics are *degree-level performance descriptors* (not scoring or marking rubrics) of the expected level of achievement for safe practice and professional readiness of graduates of a course. They clearly communicate expectations to students and enable students and teaching staff to reach a shared understanding of expected levels of achievement.

- Generic **Standards rubrics templates** for seven of the eight Deakin Graduate Learning Outcomes have been developed, derived from The American Association of Colleges and Universities VALUE Rubrics (Rhodes 2010) and refined in accordance with the Australian Qualifications Framework (Australian Qualifications Framework Council 2011). Course teams may use a similar format to create the 8th rubric relating to *Graduate Learning Outcome 1: Discipline specific knowledge and capabilities*.

Each Standards rubric describes performance criteria and three performance levels ('yet to meet minimum standard', 'minimum standard', 'exceeds minimum standard'). Standards rubrics are available for:

- Bachelor level courses (AQF level 7) (also included in **Appendix 8**)
http://www.deakin.edu.au/data/assets/pdf_file/0004/19327/clo-rubric-aqf7.pdf
- Graduate Certificate and Graduate Diploma level courses (AQF level 8)
http://www.deakin.edu.au/data/assets/pdf_file/0005/19328/clo-rubric-aqf8.pdf

- Master by coursework courses (AQF level 9)
http://www.deakin.edu.au/_data/assets/pdf_file/0006/19329/clo-rubric-aqf9.pdf

Course teams are encouraged to align these with overall Course Learning Outcomes and minimum standard and modify the language, contextualising them for their course/major. These Standards rubrics should be used to guide 'on balance' judgement as to whether a student has attained the expected level of performance at the end of the course.

Here's a few ways they can be used:

- The Standards rubrics could be used by teaching staff to inform decision-making when a student's performance is borderline between two grade descriptors.
- Assessment of Course Learning Outcomes across a course/major: The Standard rubrics could be used to guide students and teachers in the assessment of course **ePortfolios** attached to, for example, capstone units in which students are asked to evidence achievement of the course learning outcomes. Ideally, students should evidence the (minimum) standards on multiple occasions and in a variety of ways during their course.
- Developmental sequencing of capabilities and assessment across a course/major: Course teams could develop particular aspects (performance indicators) of a course learning outcome, e.g. communication skills in particular units of study, so that by the end of a course, the majority of performance indicators have been developed.

2.2 Map of the CLOs across the units that make up a course/major

Now that Course Learning Outcomes have been developed for a course (or major), these need to be mapped across the units of study that make up the course, explicitly identifying in which units of study each Course Learning Outcome will be developed. Course teams should work together to scaffold the Course Learning Outcomes across a course so that they develop each of the Course Learning Outcomes from a foundation level in first year through to a more sophisticated exit level in the final year of the course. Mapping the Course Learning Outcomes across a whole course or major explicitly demonstrates the links between various units that make up a course or major, and identifies any gaps that need to be addressed.

If a unit is to claim it is specifically developing a particular Course Learning Outcome, then there should be a corresponding Unit Learning Outcome (that reflects that Course Learning Outcome) and the Course Learning Outcome must be **explicitly assessed in that unit**. Assessment is the evidence that a student has achieved a particular Course Learning Outcome.

2.2.1 Courses with majors

If an approach has been taken to develop Course Learning outcomes for core units and separate major learning outcomes for courses with majors, both the map of the core units and the map of the major units need to be considered together since it is the whole course that is experienced by the student.

2.2.2 Template

A Course Learning Outcome Map template is provided in **Appendix 9**.

2.3 Unit Plans

At this stage, Course Learning Outcomes have been specified for the course (or major) and mapped across the course (or major) so that it is explicit where each CLO will be developed. At this point, work in re-imagining units in terms of learning outcomes, assessment and resourcing begins. Since several units may be developing specific CLOs across a course, it is highly recommended that Unit Chairs work together so that learning outcomes and assessment tasks can be appropriately sequenced.

2.3.1 Aims of unit enhancement

Units are re-evaluated in light of information provided in the Course Evidence Portfolio to ensure that:

Units are re-evaluated in light of information provided in the Course Evidence Portfolio to ensure that:

- Course Learning Outcomes to be developed in units are reflected in Unit learning outcomes
- Unit learning outcomes are aligned to assessment tasks
- Assessment and feedback are best practice: an appropriate mix of tasks, authentic and work-integrated, including peer and self-assessment, and promoting evidence for employability.
- Opportunities for premium located learning are considered
- The needs of a diverse range of learners are taken into consideration in the curriculum and assessment design
- Inclusive learning and practice is embedded as an integral pedagogical filter in the design, delivery and assessment of units using Universal Design for Learning (UDL) guidelines and rubrics
- Courses are prepared for the cloud. This includes:
 - **Transforming Lectures to Cloud Concepts:** transform lectures/iLectures/narrated PowerPoints to good quality, short and interactive learning resources.
See [Learning@Deakin web site – Cloud Concepts](#).
 - **Simulated assessments:** source and /or build and deploy simulations that can be used for practice (formative assessment) or for marks (summative assessment).
See [Learning@Deakin website – Simulated Assessment](#).
 - **Refreshing CloudDeakin: developing a course site, refreshing unit sites, creating an ePortfolio:** so that cloud learning experiences and resources at unit and course level are of high quality and visually engaging.

2.3.2 What's involved in creating a Unit Plan?

What you create in your Unit Plan is a plan for the short-medium term future. Unit Plans are considered across the whole course (or major) and a decision made about what will be included in the **Course Plan**. It is the **Course Plan** that guides the resourcing that occurs in Stage 3 of the Course Enhancement Process. Therefore, in creating individual Unit Plans, it is strongly advised that a course team approach is taken early. Priorities for resourcing during the typically 10 weeks of resourcing (Stage 3, where Learning Futures works closely with course teams) are best worked out early. This does not mean that Unit Chairs and course teams cannot complete their own resources such as Cloud Concepts. Learning Futures can assist with staff capacity building around making your own Cloud Concepts, as well as other developmental needs.

Template

Learning Futures will provide Unit Chairs with a partially pre-populated **Unit Plan** template (see **Appendix 10**). It contains existing information relating to unit learning outcomes and assessment and requires Unit Chairs to record new learning outcomes (if applicable), new assessment and resourcing requirements that are focussed on Cloud Concepts, Simulated Assessment, CloudDeakin Refresh and Staff Capacity Building.

(a) Evaluating existing unit learning outcomes

- The Course Evidence Portfolio for the course provides an analysis of the unit learning outcomes in terms of the various levels of intellectual challenge signalled by the verbs used in Learning Outcomes (drawing on the work of Bloom 1956 and Krathwohl 2002). Learning Outcomes are categorised as: *less challenging*, *moderately challenging* and *more challenging* (see **Appendix 11** for examples). The AQF level of a course should be taken into account. For example, it would be expected that more of the verbs used in unit learning outcomes in a Master degree (AQF level 9) would be classified as 'more challenging' and fewer would be 'less challenging'.
- When considering the level of challenge of a learning outcome, where the unit is located within the course structure (i.e. what year level) is relevant. In earlier years of a course, for example, it *may be* more appropriate to use 'less challenging' verbs in learning outcomes than in the final year of a course.
 - **ACTION: Unit Chairs – Fill in the new learning outcomes in the Unit Plan**
 - **ACTION: Unit Chairs – Ensure that any amendment made to Unit learning outcomes is submitted through the normal course approval processes in your School/Faculty.**

(b) Re-imagining assessment

- All unit outcomes must be assessed.
- Boud, D and Associates 2010, *Assessment 2020: seven propositions for assessment reform in higher education*, Australian Learning and Teaching Council, Sydney, provides sound guidance, retrieved 10 July 2013, www.olt.gov.au/system/files/resources/Assessment%202020_final.pdf
- Incorporating self- and peer-assessment is a powerful way of assisting students to learn important workplace skills: the ability to self-reflect and self-critique, as well as critique the work of others. Therefore, Unit Chairs should look for opportunities to incorporate self and peer assessment. **Teacher resources** focussed on self and peer assessment and self-reflection are available on the Learning@Deakin website, retrieved 10 July 2013, <<http://www.deakin.edu.au/learning/capacity-building/learning-2013-resources/graduate-learning-outcomes>>.
- Teamwork skills are enhanced when courses provide opportunities for students to work in groups on projects and support their learning of teamwork skills. Assessment needs to focus on the process of teamwork in addition to the end product. Self and peer assessment are readily incorporated as formative feedback in association with group assessment items. **Teacher resources** focussed on development and assessment of teamwork skills (Deakin GLO7) are available on the Learning@Deakin website, retrieved 10 July 2013, <<http://www.deakin.edu.au/learning/capacity-building/learning-2013-resources/graduate-learning-outcomes>>.
 - **ACTION: Unit Chairs – fill in the new assessment in the Unit Plan.**
 - **ACTION: Unit Chairs – ensure that any amendment made to Unit assessment is submitted through the normal course approval processes in your School/Faculty.**

(c) Planning resources for your unit

The course enhancement process is focussed on resourcing of Cloud Concepts, simulated assessment, refreshing CloudDeakin (Unit sites, creating Course sites) and staff capacity building. Open-source resources should be used wherever possible.

Cloud Concepts

- **ACTION: Unit Chairs – decide how many Cloud Concepts you would ideally like for their unit, list the topics and prioritise them in the Unit Plan.**

Unit Chairs will need to be very involved in the creation of their unit's Cloud Concepts. Unit Chairs may consider if they have any existing material that may be incorporated. Creation of a Cloud Concept generally involves the Unit Chair writing a script then putting that into a 'story-board' which sets out the images that will be used in alignment with the text that will be spoken, plus any other information. See Section 3 for more details.

Simulated Assessment

Not all courses will have a complex simulation built in Stage 3 due to the amount of time taken to produce them. It may be economical to have one that serves several units within a course or more than one course in a Faculty. Interactive multimedia objects vary a great deal from simple clickable objects (that take 2–20 hours) to more complex interactive objects that would include summative and/or formative assessments (that could 100 hours or more to produce). See Section 3 for more details.

- **Action: Course teams – decide whether a simulation would be desirable for the course.**
- **Action: Cloud based assessments other than simulations may be included in Unit Plans.**

CloudDeakin Refresh- course and unit sites, portfolios

The aim of CloudDeakin Refresh is to ensure that Cloud learning experiences and resources at unit and course level are high quality and visually engaging. At the course level, as part of the course enhancement, development of a Course site is desirable. Course sites provide a one-stop shop for students and provide a forum to provide valuable information to students, for example links to professional associations, links to upcoming educational events/conferences within and outside Deakin, and information about Career Development.

Unit sites may also be refreshed, with the addition of an EPortfolio and/or Media Wikis. EPortfolios also provide an excellent means for students to evidence achievement of course learning outcomes across a *whole* course.

- **Action: Unit Chairs – fill in the section of the Unit Plan related to CloudDeakin Refresh, detailing how you would like their unit site refreshed. This may include an ePortfolio for a unit if relevant.**

Identifying staff capacity requirements

Unit chairs are asked to identify particular staff capacity building topics required. For example, these could be focussed on assessment, how to make cloud concepts, how to assess teamwork skills, how to use eLive etc.

- **Action: Unit Chairs – discuss what staff capacity building would be useful with others teaching into your unit and list this in the Unit Plan, prioritising (ordering) which is most important.**

Other considerations

- How are academic literacy skills to be embedded across the course within individual units of study?
 - How is career development and employability integrated, practised and assessed across courses?
 - How will the unit ensure equity and diversity is addressed in developing assessment?
- **Action: Unit Chairs – discuss these issues with other course team members. Enlist the help of members of the Reference group who are available to assist (see Appendix 2 for contact details).**

2.4 Course Plans

At this stage, all Unit Plans have been completed. The Course team now needs to consider what resourcing it would like to complete in Stage 3 of the Course Enhancement process, in collaboration with Learning Futures. Like the other stages of the course enhancement process, the resourcing stage has finite timelines (usually around 10 weeks). Thus course teams, with advice from the Technical Lead in the Learning Futures Support Pod in particular, need to prioritise what resourcing work will be done in the **Course Plan**.

Course enhancement is a whole of course approach. Resourcing may include resources for the course as a whole, not just for individual units. For example:

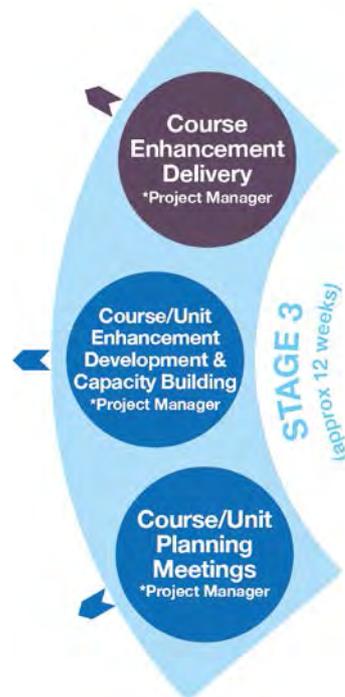
- Cloud concepts, may be created for a whole course, rather than only for individual units.
- A course site could be built for the course (and major sites embedded within it)
- An ePortfolio that allows students to curate and evidence achievement of graduate learning outcomes could be developed for a course
- An e simulation could be developed for use across several courses
- Staff capacity building is completed with the course team as a whole, in collaboration with Learning Futures and Faculty Learning and Teaching Support teams.

A **Course Plan template** is included in **Appendix 12**.

- **Action: Learning Futures Faculty Support Pod Project Manager – sends the Course Director the Course Plan template**
- **Action: Course Director – meets with course teams to prioritise resourcing and fill in the Course Plan**
- **Action: Course Director – reminds Unit Chairs to put any amendments to unit assessment or learning outcomes through the appropriate course approval process**

In prioritising what resources will be developed in Stage 3, it is important for course teams to realise that Unit Chairs will need to commit time to work with Learning Futures staff within the timelines for Stage 3 Resourcing set by the Faculties. If an academic is not available to work with Learning Futures staff during this time period, then other resources for other units should be prioritised instead. Time commitments in relation to the two main areas of resourcing (Cloud Concepts, Simulated Assessment) are set out in **Section 2.3.2**.

Stage 3: Resourcing



The time allocated to this stage is typically 10–12 weeks. The Course Plan developed in Stage 2 of the Course Enhancement Process guides the resourcing work in Stage 3. Resourcing is done in one block of time. Due to the fact that there are many courses undergoing course enhancement at the same time, plus many others waiting to begin, resourcing for courses (Stage 3) cannot be broken into smaller blocks of time and spread out over several months. Course teams need to be available during this allocated time to work with Learning Futures to complete the resourcing tasks. If Unit Chairs will not be available during this allocated time to complete resources, it is suggested that other resourcing is prioritised and included in the Course Plan instead. Staff capacity building can be requested to assist those who will not be available during the time-frame allocated for Stage 3 resourcing to develop their own resources at a later time.

In the resourcing stage, Learning Futures staff will meet with Course Directors and Unit Chairs to develop and/or source the requested resources. Where possible, open-source resources will be used.

Staff Capacity Building forms an important part of the Resourcing Stage. For example, course teams may request staff capacity building to learn how to make their own Cloud Concepts, including ensuring Copyright is followed correctly.

3.1 Cloud Concepts

A Cloud Concept is an overarching term for a teaching tool – a video concept that utilises images, animations, theory and ‘talking heads’ on occasions. They encourage a self-directed model of learning, allowing students to select lessons to watch and to move through them at their own pace. See the following link for some further information.

<http://www.deakin.edu.au/learning/course-enhancements-sandpits/from-lectures-to-cloud-concepts>

Unit Chairs play a key role in creating their Cloud Concepts including writing the script. Some like to use a **ConceptPlan** (or storyboard) to plan out the Cloud Concept. ConceptPlans (or storyboards) are a powerful tool that allows content experts to pre-visualise their ideas. The concept plan ‘shows’ how something will work much better than an abstract text description. Without a concept plan, anyone making a sound and vision concept won’t have a clear and concrete idea of what the final content/message will look like. For more information on ConceptPlans see:

<http://www.deakin.edu.au/learning/course-enhancements/from-lectures-to-cloud-concepts/concept-plans>

Note 1: production and delivery can vary according to project complexity. Types of factors that influence this involve timely client academic responses to requests involving storyboards, contributing elements they may wish to include, as well as if the Concept involves more intricate static or animated graphics. Thus estimations of time associated with the scenarios on the following pages are approximate only.

Note 2: In the development of Cloud based resources including Cloud Concepts, it is important that **Copyright** is not infringed. For further information see: '**Copyright Guidelines for Teaching Resources: Part 1**': <https://staff.deakin.edu.au/services/copyright/links/index.php>

1. Key/Topic concepts - often related to skills and capabilities and intended learning outcomes in a unit or course.

These concepts are characterised by shorter, tighter scripts that depict a learning outcome of the unit, skill or knowledge area. They are often 2–5 minutes in length with a 'hook' for participation and interaction to follow.

Example Scenario 1: The cloud Concept is 2–3 mins and includes a to-camera presentation with a scripted talking head to camera. You will need to write a 200 word script that roughly equates to 2 minutes of video and may take between 0.5 to 2 hours to write. The script is developed into a storyboard that may take up to 2 hours to complete and is then ready for shooting by Learning Futures. The shooting requires 0.5 hours and approximately 2 hours of post-production work. In total a Key/Topic Cloud Concept may take approximately 6 hours from start to finish.

Example Scenario 2: The cloud Concept is 2–3 mins and includes a to-camera presentation with a scripted talking head to camera. You will need to write a 200 word script that roughly equates to 2 minutes of video and may take between 1 to 2 hours to write. The script is developed into a storyboard that may between 1 and 3 hours is complete and is then ready for shooting by Learning Futures. This concept includes overlays of drawings and animations (approximately 10–15) to contextualise the content for students. The shooting requires 0.5 hours and approximately 4 hours of post-production work. In total this Key/Topic Cloud Concept may take 9 hours from start to finish.

2. Threshold concepts – disciplinary knowledge or core concepts that, once understood, transform the student's perception of the subject/topic.

A Threshold learning concept is transformative, troublesome, irreversible, integrative, bound, discursive, reconstitutive and liminal (Meyer & Land, 2003; 2006; 2008; 2010). Because the concept is often troublesome, a threshold cloud concept can be re-viewed, re-visited and re-watched until they 'cross the threshold'.

Example Scenario 1: The cloud Concept is 5–10 mins and includes a to-camera presentation with a scripted talking head to camera. You will need to write a 500–1000 word script that roughly equates to the 5–10 minutes of video. The script is developed into a storyboard that may take between 3 and 5 hours is complete, and is then ready for shooting by Learning Futures. This concept includes overlays of drawings and animations (approximately 40 or 50) to contextualise the content for students. The shooting requires 1 hour and approximately 8 hours of post-production. In total this Threshold concept Cloud Concept may take 14 hours from start to finish.

Example Scenario 2: The cloud Concept is 5 mins and is a demonstration/instructional presentation on location. You will need to write a 500-word script that roughly equates to 5 minutes of video. The script is developed into a storyboard that may between 1 and 2 hours to complete and is then ready for shooting by Learning Futures. The shoot is off campus and requires travel time, shooting requires 2 hours and approximately 4 hours of post-production work. In total a Threshold concept Cloud Concept may take 8 hours from start to finish.

3. Master Class – field based, guest speakers and work integrated learning experiences.

Example Scenario 1: The Cloud Concept is 5–10 mins and is a location shoot and interview with two people. The script for the interview needs to be prepared ahead of time, in order to produce the final product of 5–10 minutes of video. The script is developed into a storyboard that may take between 1 and 2 hours to complete and is then ready for shooting by Learning Futures. The shoot is off campus and requires travel time, shooting requires 1.5 hours and approximately 4 hours of postproduction. In total a Master Class Cloud Concept may take 8 hours from start to finish.

4. Micro-lectures – a tightly defined topic eg., Khan Academy and TED-Ed videos that replace face-to-face lectures in flipped classrooms.

Micro-lectures are involved and tightly scripted topics in a unit. These are time intensive for both the lecturer and resourcing team as they involve detailed visuals and narrative. Micro-lectures examples can be found in Open Education Resources and sites such as Alexander Street Press and iTunesU.

Example Scenario 1: The Cloud Concept is 30 mins and is a location shoot presentation/role play to replace a face-to-face lecture. The script for the Concept needs to be prepared; this may take up to 4 hours to write. The shooting by Learning Futures requires 3–4 hours and approximately 12 hours of post-production work. In total a Micro-Lecture Cloud Concept may take 20 hours from start to finish.

3.2 Simulations

Ideally, simulations resemble the graduate's intended professional context, giving the student an encounter that is likely to be experienced in a real world scenario. When simulating the experience of meeting with a client for instance, if a student asks an irrelevant question the client may express frustration. Simulations help students learn how to handle real situations. Sims vary greatly in size, mostly driven by the nature of the script and concept being explored.

<http://www.deakin.edu.au/learning/course-enhancements-sandpits/simulated-assessment>

Example Scenario: The eSim project scoping meetings and familiarisation with the template and scripting guidelines requires approximately 2 hours. Script authoring (in Excel spreadsheet) takes about 15 hours. You will need to commit to ongoing consultation and engagement with Learning Futures regarding project milestones (approximately 15–25 hours).

3.3 CloudDeakin Refresh

The CloudDeakin refresh is Course focused and referred to as a 'look and feel.' The Course team and Director will need to prepare a solid design brief and have a thorough understanding of what they want to achieve with the Course Site. The course site is where students access course level information, such as course structure, clearly defined course learning outcomes and standards, access to integrated learning support in areas such as academic literacies, library and career development. The Course team will need to provide 2–3 Background images and (2–3 Banner images if requested) including a stylized colour palette for links, widget headers and headings.

<http://www.deakin.edu.au/learning/course-enhancements-sandpits/clouddeakin-refresh>

Example Scenario: The Course Director or Course Team Consultation/Brief requires a 2 to 3 hour meeting to discuss what the Course wants to achieve with the Course Site. The Course Director or Course Team sources a background and banner image or provides some ideas for the Learning Futures team (may include on location photographing of specific images) to develop the Course Site with a nominated style colour palette for links, headings, widget headers. You will need to commit to ongoing consultation and engagement with Learning Futures regarding project milestones (15–20 hours).

Note: production and delivery can vary according to project complexity. Types of factors that influence this involve having an accurate brief depicting the specific look and feel the Course Site needs to address, and timely responses to requests involving background and banner image selection.

3.4 Staff Capacity Building

Course teams nominate areas of need that will support their Course Enhancement on the Course Plan. Staff capacity building can take several forms including Cloud-based professional development for teaching development, face-to-face workshops with groups of staff, and written and Cloud resources. There is also a self-paced CloudDeakin course that academics may enrol in, focussed on teaching and learning. See **Table 1** for some possibilities.

There are several resources that have already been developed (see the Learning@Deakin website or contact the Project Manager for further information). Note that staff capacity building also occurs during Stage 2 according to the needs of the course team.

Table 1 Examples of Capacity Building requests

| Capacity Building Request Type |
|--|
| Topics – Curriculum development |
| Topics – Designing authentic assessments |
| Topics – Diversifying assessment strategies |
| Topics – Feedback for assessment |
| Topics – Formative and summative assessment design |
| Topics – Group/ team based learning |
| Topics – Rubric design |
| Topics – Self and peer assessment design |
| Topics – Work integrated learning (WIL) |
| eTools – What is a Cloud Concept? Why do it & how to... a guide to making your own |
| eTools – DeakinAir tutorial: video content upload |
| eTools – iMovie for iPad and other apps for creting video content |
| eTools – Screen recording using Camtasia and similar packages |
| eTools – Digital unit resources |
| eTools – eLive |
| eTools – ePortfolio item |
| eTools – Polling |
| eTools – Quizzes |

Stage 4: Evaluating



The time allocated to this stage is typically five weeks. The Course team is supported to disseminate the outcomes of the course enhancement process through scholarly publications.

Part 1 of the Course Evidence Portfolio for the enhanced course can be created by Learning Futures, on the basis of the intended course changes. This provides a pre- and post- enhancement snapshot and will allow course teams to determine whether the enhanced course (or major) meets or exceeds Deakin's curriculum design standards. Lagging national indicators are a substantive component of Part 2: Curriculum Effectiveness (determining whether the enhanced course/major meets or exceeds Deakin's curriculum effectiveness standards) and these can take several years to become available.

Course teams may choose to conduct learning and teaching research into the student experience of enhanced courses, units, use of ePortfolios etc. Learning Futures is available to assist Course teams.

- **Action: Learning Futures assemble Part 1 of the post-enhancement Course Evidence Portfolio**
- **Action: Course teams or Unit Chairs contact Learning Futures if assistance is required in developing research projects focussed on course enhancement**

References

- Australian Qualifications Framework Council 2011, *Australian Qualifications Framework*, Adelaide.
- Bloom, BS (ed.) 1956, *Taxonomy of educational objectives: the classification of educational goals. Book 1: Cognitive domain*, Longman, London.
- Krathwohl, DR 2002, 'A revision of Bloom's taxonomy: an overview', *Theory into Practice*, vol. 41, Autumn, pp. 212–8.
- Light, TP, Chen, HL et al. 2011, *Documenting learning with ePortfolios: a guide for college instructors*, Jossey-Bass, San Francisco.
- Mozilla 2012, *What are open badges?*, retrieved 9 March 2012, <<http://openbadges.org/en-US/>>.
- National Institute for Learning Outcomes Assessment 2010, *Providing Evidence of student learning: a transparency framework*, retrieved 9 March 2012, <<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>>.
- Rhodes, TL (ed.) 2010, *Assessing outcomes and improving achievement: tips and tools for using rubrics*, Association of American Colleges and Universities, Washington D.C.
- Yorke, M 2008, *Grading student achievement in higher education: signals and shortcomings*, Routledge, Abingdon.

Appendix 1 Learning Futures Faculty Support Pod membership and contact details

Assessment and Learning Design

Associate Professor Kylie O'Brien Director

Business and Law Pod

Leigh Glanvill Project Manager
 Dr Teresa De Fazio Teaching & Learning Lead
 Michael Westcott Technical Lead
 Dr Rachael Hains-Wesson Lecturer
 Fallon Kilpatrick Innovation Support Officer
 Anna Grbin Learning Design Support Officer
 David Williams Graphic Designer
 Ian Fox Interactive Media Developer
 Brett Wilson Interactive Media Developer
 Caroline Coles Image & Audio Support Officer

Health Pod

Paul Goldacre Project Manager
 Kate Coleman Teaching & Learning Lead
 Johnny Terziovski Technical Lead
 Dr Nicole Koehler Lecturer
 Natalie Crawford Innovation Technical Officer
 Matthew Griffiths Copyright Officer
 Peter Lane Designer
 Travis Zimmer Graphic Designer
 Glenn Mc Nulty Interactive Media Developer
 Simon Fox Photographer

Arts and Education Pod

Robyn Vercoe Project Manager
 Dr Fay Patel Teaching & Learning Lead
 Christian Bass Technical Lead
 Friederika Kaider Lecturer
 Corrina Phillips Innovation Technical Officer
 Susan Clarke Copyright Manager
 Darren Baker Graphic Designer
 Stephen Newnham Image & Audio Support Officer
 Tony Neylan Interactive Media Developer
 Danika Power Interactive Media Support Officer

Science, Engineering and Built Environment Pod

Trish McCormick Project Manager
 Dr Liz Thyer Teaching & Learning Lead
 David O'Brien Technical Lead
 Perdita Harper Learning Designer
 Deb Petty Learning Designer
 Mariella Di Fabio Innovation Support Officer
 Maddy Papp Innovation Support Officer
 David Williams Graphic Designer
 Tim Crawford Technical Officer
 Mark Richards Image & Audio Support Officer
 Lisa Hanlon Interactive Media Support Officer
 Simone Teychenné Interactive Media Support Officer

Appendix 2 Course Enhancement Support Reference Group

| | |
|--------------------|---|
| Sabrina Chakman | Senior Careers Educator, DSL Jobshop |
| David Essex | Manager Careers and Employment, DSL Jobshop |
| Dennis Farrugia | Team Leader, DSL Language and Learning |
| Vittoria Grossi | Team Leader, DSL Language and Learning |
| Scott McDonald | Manager Student Transition, DSL International and Academic Support |
| Claire Nihill | Inclusive Practice Project Officer, Equity and Diversity |
| Juliana Ryan | Manager Communications and Engagement, Equity and Diversity |
| Bernadette Lingham | Manager, Faculty of Science, Engineering and Built Environment Library Services |
| Sue Owen | Director, Digital Scholarship and Deputy University Librarian |
| Kim Phu | Manager, Faculty Business and Law Library Services |

Deakin Library

| | |
|--------------------|---|
| Bernadette Lingham | Manager, Faculty of Science, Engineering and Built Environment Library Services |
| Sue Owen | Director, Digital Scholarship and Deputy University Librarian |
| Kim Phu | Manager, Faculty of Business and Law Library Services |

In line with 'Live the Future' Implementation Plan 2013, the Library holds primary responsibility for developing digital literacy skills of Deakin students to support their learning and future employability. The Library also contributes to building the digital literacy capacity of academic staff:

- E1.3.2 Develop programs to build digital literacy in students.
- L3.4.4 Build the capacity of academic staff and their understanding of global information access and digital literacies.

Our programs and services are particularly aligned to Deakin Graduate Learning Outcome 3 (GLO 3) – *Digital Literacy: using technologies to find, use, and disseminate information* and to many related Deakin Graduate Learning Outcomes. Digital literacy skills development ensures that students can locate and fully utilise critical information sources and communicate their own information using the most appropriate technologies for their discipline.

The Library supports the course enhancement program in the following key areas:

Library Information Specialists collaborate with Course teams to:

- support students' development of digital literacy knowledge and skills (GLO 3 Digital Literacy) through the creation of learning activities and assessment tasks to integrate in the curriculum;
- connect Deakin students and staff with global digital information resources (GLO 1 Knowledge in the discipline);

- deliver educational materials and learning activities through which students learn to find relevant information to support course assessments using a variety of technologies, and critically evaluate information for credibility and validity (GLO 4 Critical thinking, GLO 5 Problem solving); and
- source educational materials and learning activities to raise awareness of using and communicating information ethically, thus building their academic integrity (GLO 8 Global citizenship).

The Library can also support evidencing digital literacy through student ePortfolios. Our information specialists can develop student skills to store and record artefacts, create metadata to make them discoverable, and consider issues such as protecting privacy when sharing ePortfolios. There is potential for Library staff to work with DLF and course directors in developing digital badges to evidence digital literacy skills.

The Library has an extensive range of online resources that can be used in course materials and assessments to support CLOs. The Library's Digital Scholarship 2020 program aims specifically to build academic and professional staff capability in sourcing global information resources and responsibly using and managing information and resources in the digital environment, while providing an enriched and engaged learning experience for students.

Deakin Student Life

Jobshop

| | |
|-----------------|---|
| Sabrina Chakman | Senior Careers Educator, DSL Jobshop |
| David Essex | Manager Careers and Employment, DSL Jobshop |

The Jobshop contribution includes working with academics to embed and integrate Career Development Learning in their curricula to support and enhance the achievement of the Deakin GLOs to:

- Identify key career relevant messages/information and advice that are timely (at the appropriate stage of students' time at Deakin)
- Identify appropriate (timely, relevant and meaningful) opportunities in the curriculum for embedding messages
 - In Professional Practice units, WIL, capstone units, using an ePortfolio or as authentic assessments
 - By supporting the delivery of career relevant teaching and learning experiences through development of generic and customised resources for the Cloud and through team teaching and/or guest speaking/conducting workshops
 - By providing a Careers Module that could be integrated into teaching, used in a capstone unit or as a capstone assessment or which could be a stand alone hurdle requirement; a generic offering in the first instance would be customised via collaboration with schools and courses.
 - By developing Cloud based resources tailored to provide pre, during and post placement preparation and learning to support WIL at Deakin
- Contributing to discussions about what makes learning experiences and assessments authentic and relevant to developing employability and the GLOs, and providing examples.

- Providing expert knowledge, industry contacts and experience to define appropriate and desirable skills required and valued by employers and the workplace
- Consulting about available resources for the Cloud and located learning and best practice

Language and Learning

| | |
|-----------------|--|
| Dennis Farrugia | Team Leader, Language and Learning |
| Vittoria Grossi | Team Leader, Language and Learning |
| Scott McDonald | Manager Student Transition, International and Academic Support |

The Language and Learning service within Student Life assists students to acquire the key academic language and literacies required for various assessment types. The acquisition of academic language and literacies is developmental in nature, and therefore applicable to all students (regardless of their prior educational experience or first language background). The Language and Learning service collaborates with academics to build their capacity to develop these outcomes within a curriculum context through the co-development of customised learning resources and targeted professional development, and the service welcomes the opportunity to do this in a more systematic way through the enhancement process.

The service is particularly interested in building the capacity of academics to develop and evidence GLO 2 ([oral and written] communication) and GLO 4 (critical thinking) as it pertains to the assessment and evidencing of communication.

Specifically, the service can assist in the following ways:

- providing input into and feedback on the mapping of GLO 2, demonstrating the links between units which are explicitly developing communication skills across a whole course or major from first year to the final year of study (from AQF 7 to 8 for honours and AQF 9 for Masters).
- providing teaching and learning resources and techniques, including advice on effective feedback, which you can use to scaffold the development of communication skills, and the key academic literacies which underpin the assessment of these skills, within and between units
- assessing and evidencing GLO 2 from first year to the final year of study (from AQF level 7 for Bachelor degrees, AQF level 8 for honours and graduate certificate/graduate diploma and AQF level 9 for Masters)

Note (1): Some students such as those for whom English is a foreign, additional or second language can at times require additional support to develop their basic English language proficiency (grammar, syntax, word formation and so on). As this is not relevant to all students, it is more challenging to develop within a curriculum context unless provided through for-credit units; adjunct English proficiency support is therefore provided by the Language and Learning service outside of the curriculum. As an additional outcome of the enhancement process, the Language and Learning service would like to identify opportunities to enhance the relevance and uptake of this adjunct support, particularly within courses with high proficiency support needs.

Note (2): The Language and Learning service has been funded through DUPPP to embed academic literacies within courses with high enrolments of students from low socio-economic backgrounds. To date, this work has encompassed the Bachelor of Social Work, Bachelor of IT, Bachelor of Early Childhood Education and core Health units. In addition to supporting the development of communication skills, the Language and Learning

service would like to identify 3 X AQF level 7 sandpit courses which meet DUPPP funding criteria for further work in 2013. This work would be similar to that described above, but with a greater focus on the identification, scaffolding and development of academic literacies across the entire course.

Equity and Diversity

Claire Nihill – Inclusive Practice Project Officer

Juliana Ryan – Manager Communications and Engagement

Equity and Diversity aims to assist the Course Enhancement Process by contributing inclusive practice and Universal Design for Learning (UDL) models to enhance teaching and learning for all students. By working with academics and learning designers, Equity and Diversity supports an embedded approach to diversity which focuses on variety and flexibility to promote the development of inclusive course content, assessment and resources, meets our legislative responsibilities, and encourages the identification of essential (inherent) course requirements. Equity and Diversity can support and resource faculties and teaching staff to facilitate inclusive pedagogy by:

- Designing inclusive learning outcomes and assessment in light of Deakin Graduate Learning Outcomes (GLOs)
- Designing inclusive activities to accommodate diversity
- Employing inclusive course materials to ensure equal opportunity.

This support could encompass provision of detailed course-specific advice and feedback; practical resources such as rubrics and exemplars; and capacity building sessions for staff and students. All eight (8) Graduate Learning Outcomes (GLOs) are relevant to Equity and Diversity.

In particular, Equity and Diversity can assist in embedding inclusive practice as follows:

- GLO2 Communication – consulting on diverse ways for students to express and communicate what they know using accessible multiple media and tools to build capacity
- GLO6 Self-management – providing advice on options for supporting individual learners' needs and diversity to self-manage and reflect on progress
- GLO7 Teamwork – using flexible options for recruiting interest and engagement in students to foster collaboration and community
- GLO8 Global citizenship – offering strategies for promoting understanding and engaging ethically and productively with diverse communities and cultures using examples of clear and explicit language and information.

Appendix 3 Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Bachelor degree level

* The text under the 2nd and 3rd columns is taken directly from the Australian Qualifications Framework (AQF) Second Edition January 2013, <www.aqf.edu.au>. In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text from the AQF is reproduced. However, some concepts from the AQF specifications may not apply to a particular GLO – in these cases, they have placed in parentheses.

| Deakin Graduate Learning Outcomes | AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have: | AQF Level 7 (Bachelor Degree) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|---|---|---|---------------------------------|--|
| <p>1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.</p>  | <p>Knowledge: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.</p> <p>Skills: Cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas.</p> <p>Application of knowledge and skills: Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts | <p>Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.</p> <p>Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities. <p>Application of knowledge and skills: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice and functions. | <p>Insert text</p> | <p>Insert text</p> | <p>Insert text</p> |

| Deakin Graduate Learning Outcomes | AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have: | AQF Level 7 (Bachelor Degree) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|--|--|---|--|---------------------------------|---|
| <p>2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change. #</p>  | <p><u>Skills:</u> Communication skills to present a clear, coherent and independent exposition of knowledge and ideas.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt knowledge and skills in diverse contexts | <p><u>Skills:</u> Well developed (cognitive, technical and) communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> (analyse, generate and) transmit solutions to unpredictable and sometimes complex problems transmit knowledge, skills and ideas to others. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate (autonomy), well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice and functions | | | |
| <p>3. Digital literacy: using technologies to find, use and disseminate information.</p>  | <p><u>Skills:</u> (Cognitive and) technical skills to demonstrate a broad understanding of knowledge with depth in some areas.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt knowledge and skills in diverse contexts | <p><u>Skills:</u> Well developed (cognitive), technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> 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. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate (autonomy), well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice. | | | |

| Deakin Graduate Learning Outcomes | AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have: | AQF Level 7 (Bachelor Degree) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|---|---|---------------------------------|--|
| <p>4. Critical thinking: evaluating information using critical and analytical thinking and judgment.</p>  | <p>Skills: Cognitive skills to review critically, analyse, consolidate and synthesise knowledge. Cognitive (and technical) skills to demonstrate a broad understanding of knowledge with depth in some areas. Cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem solving and decision making in professional practice and /or scholarship to adapt knowledge and skills in diverse contexts. | <p>Skills: Well developed cognitive (technical and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities analyse, generate and transmit solutions to unpredictable and sometimes complex problems. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice. | | | |
| <p>5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.</p>  | <p>Skills: Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem solving and decision making in professional practice and /or scholarship to adapt knowledge and skills in diverse contexts. | <p>Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities analyse, generate (and transmit) solutions to unpredictable and sometimes complex problems. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice. | | | |

| Deakin Graduate Learning Outcomes | AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have: | AQF Level 7 (Bachelor Degree) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|---|---|--|---------------------------------|---|
| 6. Self-management: working and learning independently, and taking responsibility for personal actions.  | <u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> with initiative and judgement in planning, problem-solving and decision making in professional practice and/or scholarship with responsibility and accountability for own learning and professional practice (and in collaboration with others) within broad parameters. | <u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well developed judgement and responsibility: <ul style="list-style-type: none"> in contexts that require self-directed learning within broad parameters to provide specialised advice and functions. | | | |
| 7. Teamwork: working and learning with others from different disciplines and backgrounds.  | <u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters. | The AQF makes no specific reference to criteria/standards associated with teamwork. | | | |

| Deakin Graduate Learning Outcomes | AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have: | AQF Level 7 (Bachelor Degree) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|--|---|--|---|---------------------------------|--|
| <p>8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context</p>  | <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt knowledge and skills in diverse contexts with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters. <p>(Note: this second dot point from the AQF descriptor does not relate specifically and directly to global citizenship; however may be indirectly related to ethical engagement within a professional context and/or within diverse communities and cultures by way of its link to responsibility.)</p> | <p>The AQF makes no specific reference to criteria/standards associated with global citizenship.</p> | | | |

Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards <<http://www.teqsa.gov.au/for-providers/quality-assessments>> should be kept in mind:

Course Accreditation Standard 1.2:

'There are robust internal processes for design and approval of the course of study, whichprovide for appropriate development of key graduate attributes in students including English Language Proficiency'.

Course Accreditation Standard 3.2:

'The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly'.

Course Accreditation Standard 5.6:

'The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency'.

Note that the Language and Learning service, part of the Course Enhancement Reference Group, is available to assist with the development of English language proficiency and communication skills in a curriculum context.

Appendix 4 Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Bachelor Honours (AQF 8)

* The text under the 2nd and 3rd columns is taken directly from the Australian Qualifications Framework (AQF) Second Edition January 2013, <www.aqf.edu.au>. In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text from the AQF is reproduced. However, some concepts from the AQF specifications may not apply to a particular GLO – in these cases, they have placed in parentheses.

| Deakin Graduate Learning Outcomes | AQF Honours Descriptor* | AQF Level 8 (Honours) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|---|---|---------------------------------|--|
| <p>1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.</p>  | <p><u>Knowledge:</u> A coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas technical skills to design and use research in a project. <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts to plan and execute project work and/or a piece of research and scholarship with some independence | <p><u>Knowledge:</u> advanced theoretical and technical knowledge in one or more disciplines or areas of practice.</p> <p><u>Application of knowledge and skills:</u> will apply knowledge and skills to demonstrate autonomy, well-developed adaptability and responsibility as a practitioner or learner.</p> | <p>Insert text</p> | <p>Insert text</p> | <p>Insert text</p> |

| Deakin Graduate Learning Outcomes | AQF Honours Descriptor* | AQF Level 8 (Honours) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|--|---|---|---|---------------------------------|--|
| <p>2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change. #</p>  | <p><u>Skills:</u></p> <ul style="list-style-type: none"> communication skills to present a clear, coherent and independent exposition of knowledge and ideas. <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt knowledge and skills in diverse contexts | <p><u>Skills:</u> Advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse, generate and transmit solutions to complex problems transmit knowledge, skills and ideas to others. | | | |
| <p>3. Digital literacy: using technologies to find, use and disseminate information.</p>  | <p><u>Skills:</u></p> <ul style="list-style-type: none"> cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas. technical skills to design and use research in a project communication skills to present and clear and coherent exposition of knowledge and ideas to a variety of audiences <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt (knowledge and) skills in diverse contexts | <p><u>Skills:</u> Advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems transmit knowledge, skills and ideas to others. | | | |

| Deakin Graduate Learning Outcomes | AQF Honours Descriptor* | AQF Level 8 (Honours) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|---|--|---|---------------------------------|--|
| <p>4. Critical thinking: evaluating information using critical and analytical thinking and judgment.</p>  | <p><u>Skills:</u></p> <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems with intellectual independence. cognitive and technical skills to demonstrate a broad understanding of knowledge and theoretical concepts with advanced understanding in some areas cognitive skills to exercise critical thinking and judgement and developing a new understanding <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts <ul style="list-style-type: none"> plan and execute project work and/or a piece of research and scholarship with some independence. | <p><u>Skills:</u> Advanced cognitive (technical and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well-developed judgement adaptability and responsibility as a practitioner or learner.</p> | | | |

| Deakin Graduate Learning Outcomes | AQF Honours Descriptor* | AQF Level 8 (Honours) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|--|--|--|---|---------------------------------|--|
| <p>5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.</p>  | <p><u>Skills:</u></p> <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate, and synthesise knowledge and identify and provide solutions to complex problems with intellectual independence cognitive skills to exercise critical thinking and judgement in developing new understanding technical skills to design and use research in a project. <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts <ul style="list-style-type: none"> plan and execute project work and/or a piece of research and scholarship with some independence. | <p><u>Skills:</u> Advanced cognitive, technical (and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generated and transmit solutions to complex problems. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well-developed judgement adaptability and responsibility as a practitioner or learner.</p> | | | |
| <p>6. Self-management: working and learning independently, and taking responsibility for personal actions.</p>  | <p><u>Skills:</u> Cognitive skills to review, analyse, consolidate and synthesise knowledge to identify and provide solutions to complex problems with intellectual independence</p> <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters <ul style="list-style-type: none"> to plan and execute project work and/or a piece of research and scholarship with some independence | <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner.</p> | | | |

| Deakin Graduate Learning Outcomes | AQF Honours Descriptor* | AQF Level 8 (Honours) Criteria* | Discipline/Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|--|---|---|---|---------------------------------|--|
| 7. Teamwork: working and learning with others from different disciplines and backgrounds.  | Application of knowledge and skills: Will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters. | The AQF is silent on this. | | | |
| 8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context  | Application of knowledge and skills: Will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters. <p>(Note: the AQF descriptor does not relate specifically and directly to global citizenship, however the above mentioned may be indirectly related to engagement within a professional context and/or within diverse communities and cultures by way of its link to responsibility and accountability 'in collaboration with others'.)</p> | Application of knowledge and skills: Apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner. (Note: the AQF criteria for Level 8 do not relate specifically and directly to global citizenship, however the above mentioned criteria may be indirectly related to ethical engagement via the reference to 'responsibility'.) | | | |

Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards <<http://www.teqsa.gov.au/for-providers/quality-assessments>> should be kept in mind:

Course Accreditation Standard 1.2:

'There are robust internal processes for design and approval of the course of study, whichprovide for appropriate development of key graduate attributes in students including English Language Proficiency'.

Course Accreditation Standard 3.2:

'The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly'.

Course Accreditation Standard 5.6:

'The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency'.

Appendix 5 Course Learning Outcomes and minimums standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Graduate Certificate and Graduate Diploma (AQF 8)

* The text under the 2nd and 3rd columns is taken directly from the Australian Qualifications Framework (AQF) Second Edition January 2013, <www.aqf.edu.au>.

In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text from the AQF is reproduced. However, some concepts may not apply to a particular GLO – in these cases, they have placed in parentheses.

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|---|---|---------------------------------|--|
| <p>1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.</p>  | <p><u>Knowledge:</u> specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.</p> <p><u>Skills:</u> specialised technical and creative skills in a field of highly skilled and/or professional practice</p> <p>Application of knowledge and skills: will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to make high-level, independent judgements in a range of technical or management functions in varied specialised contexts to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts | <p><u>Knowledge:</u> advanced theoretical and technical knowledge in one or more disciplines or areas of practice.</p> <p><u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p> | <p>Insert text</p> | <p>Insert text</p> | <p>Insert text</p> |
| <p>2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change.</p>  | <p><u>Skills:</u></p> <ul style="list-style-type: none"> communication skills to demonstrate an understanding of theoretical concepts communication skills to transfer complex knowledge and ideas to a variety of audiences. | <p><u>Skills:</u> advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse, generate and transmit solutions to complex problems transmit knowledge, skills and ideas to others. | | | |

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|---|---|---------------------------------|--|
| 3. Digital literacy: using technologies to find, use and disseminate information. | <u>Skills:</u> <ul style="list-style-type: none"> communication skills to demonstrate an understanding of theoretical concepts communication skills to transfer complex knowledge and ideas to a variety of audiences specialised technical and creative skills in a field of highly skilled and/or professional practice. | <u>Skills:</u> advanced cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems transmit knowledge, skills and ideas to others. | | | |
| 4. Critical thinking: evaluating information using critical and analytical thinking and judgment.  | <u>Skills:</u> <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate, and synthesise knowledge and identify and provide solutions to complex problems cognitive skills to think critically and to generate and evaluate complex ideas. <u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> to make high-level, independent judgements in a range of technical or management functions in varied specialised contexts to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts. | <u>Skills:</u> advanced cognitive, (technical and communication) skills to select and apply methods and technologies to: <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems. <u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner. | | | |

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|---|---|---|---------------------------------|--|
| 5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.  | Skills: <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate, and synthesise knowledge and identify and provide solutions to complex problems cognitive skills to think critically and to generate and evaluate complex ideas specialised technical and creative skills in a field of highly skilled and/or professional practice. <u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> to make high-level, independent judgements in a range of technical or management functions in varied specialised contexts to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts. | Skills: advanced cognitive, technical (and communication) skills to select and apply methods and technologies to: <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems. <u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner. | | | |
| 6. Self-management: working and learning independently, and taking responsibility for personal actions.  | <u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters. | <u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner. | | | |
| 7. Teamwork: working and learning with others from different disciplines and backgrounds.  | The AQF is silent on this. | The AQF is silent on this. | | | |

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|---|---|---|---------------------------------|--|
| <p>8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.</p>  | <p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters. <p>(Note: the AQF descriptor does not relate specifically and directly to global citizenship, however the above mentioned may be indirectly related to engagement within a professional context and/or within diverse communities and cultures by way of its link to responsibility for all aspects of work or function of others.)</p> | <p><u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p> <p>(Note: the AQF criteria for Level 8 do not relate specifically and directly to global citizenship, however the above mentioned criteria may be indirectly related to ethical engagement via the reference to 'responsibility'.)</p> | | | |

Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards <<http://www.teqsa.gov.au/for-providers/quality-assessments>> should be kept in mind:

Course Accreditation Standard 1.2:

'There are robust internal processes for design and approval of the course of study, whichprovide for appropriate development of key graduate attributes in students including English Language Proficiency'.

Course Accreditation Standard 3.2:

'The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly'.

Course Accreditation Standard 5.6:

'The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency'.

Appendix 6 Course Learning Outcomes and minimum standards template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Masters Degree (Coursework)

* The text under the 2nd and 3rd columns is taken directly from the Australian Qualifications Framework (AQF) Second Edition January 2013, <www.aqf.edu.au>.

In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text from the AQF is reproduced. However, some concepts may not apply to a particular GLO – in these cases, they have placed in parentheses.

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|--|---|---------------------------------|--|
| <p>1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.</p>  | <p>Knowledge: A body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice. Knowledge of research principles and methods applicable to a field of work and/or learning.</p> <p>Skills: Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship.</p> <p>Application of knowledge and skills; will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • With creativity and initiative to new situations in professional practice and/or further learning • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship. | <p>Knowledge: Advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.</p> <p>Skills: Will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> • research and apply established theories to a body of knowledge or practice. <p>Application of knowledge and skills: will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p> | <p>Insert text</p> | <p>Insert text</p> | <p>Insert text</p> |
| <p>2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change. #</p>  | <p>Skills: Communication (and technical research) skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.</p> <ul style="list-style-type: none"> • (Technical and) communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship. | <p>Skills: Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. | | | |

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|---|---|---------------------------------|--|
| <p>3. Digital literacy: using technologies to find, use and disseminate information.</p>  | <p><u>Skills:</u> Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.</p> <ul style="list-style-type: none"> • Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship. | <p><u>Skills:</u> Expert, specialised (cognitive and) technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. | | | |
| <p>4. Critical thinking: evaluating information using critical and analytical thinking and judgment.</p>  | <p><u>Skills:</u> Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship.</p> <p>Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice.</p> <p>Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level.</p> <p>(Communication and) Technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.</p> <ul style="list-style-type: none"> • Technical (and communication) skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship. | <p><u>Skills:</u> Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p> | | | |

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|--|--|---|---|---------------------------------|--|
| <p>5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.</p>  | <p>Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice.</p> <p>Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level.</p> <p>Cognitive and technical skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p> <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with creativity and initiative to new situations in professional practice and/or for further learning to plan and execute a substantial research based project, capstone experience and/or piece of scholarship. | <p>Skills: Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> analyse critically, reflect on and synthesise complex information, problems, concepts and theories research and apply established theories to a body of knowledge or practice interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p> | | | |
| <p>6. Self-management: working and learning independently, and taking responsibility for personal actions.</p>  | <p><u>Application:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with creativity and initiative to new situations in professional practice and/or for further learning with high level personal autonomy and accountability to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship. | <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p> | | | |

| Deakin Graduate Learning Outcomes | AQF Graduate Certificate and Graduate Diploma Descriptor* | AQF Level 8 (Graduate Certificate and Graduate Diploma) Criteria* | Discipline/ Professional Standards (e.g. professional association) | Course Learning Outcomes (CLOs) | Minimum Standards (relating to CLOs) <small>Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)</small> |
|---|--|---|---|---------------------------------|--|
| 7. Teamwork: working and learning with others from different disciplines and backgrounds.  | AQF is silent on this. | AQF is silent on this. | | | |
| 8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.  | <p>Skills: Technical skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p> <p>Application of knowledge and skills: Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with creativity and initiative to new situations in professional practice and/or further learning with high level personal autonomy and accountability. <p>(Note: this second dot point from the AQF Application descriptor does not relate specifically and directly to global citizenship, however does relate indirectly via its link to ethical engagement.)</p> | The AQF makes no specific reference to global citizenship under the criteria section. | | | |

Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards <<http://www.teqsa.gov.au/for-providers/quality-assessments>> should be kept in mind:

Course Accreditation Standard 1.2:

'There are robust internal processes for design and approval of the course of study, whichprovide for appropriate development of key graduate attributes in students including English Language Proficiency'.

Course Accreditation Standard 3.2:

'The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly'.

Course Accreditation Standard 5.6:

'The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency'.

Appendix 7 Hypothetical Example: Deakin Graduate Learning Outcomes, professional requirements, Course Learning Outcomes and Standards for the Major in Accounting

| Deakin Graduate Learning Outcomes | Threshold learning outcomes/ accreditation requirements | Course Learning Outcomes Graduates of this course can: | Standards Graduates evidence at least this level of performance |
|---|---|---|---|
| 1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.  | Integrate theoretical and technical accounting knowledge which includes a selection of auditing and assurance, finance, economics, quantitative methods, information systems, commercial law, corporation law and taxation law. Critically apply theoretical and technical accounting knowledge and skills to solve routine accounting problems | Knowledge Integrate theoretical and technical accounting knowledge which includes a selection of auditing and assurance, finance, economics, quantitative methods, information systems, commercial, corporation and taxation law, ethics and governance, sustainability, and corporate social responsibility. Critically apply this knowledge and skills to solve routine accounting problems | Theoretical and technical accounting knowledge adequate to communicate a basic understanding. |
| 2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change.  | Justify and communicate accounting advice and ideas in straightforward collaborative contexts involving both accountants and non-accountants | Justify and communicate accounting and business advice, and ideas in a cohesive and understandable manner to both accountants and non-accountants in standard English | Evidence of adequate skills in communication can be demonstrated allowing for occasional errors |
| 3. Digital literacy: using technologies to find, use and disseminate information.  | | Use technologies to identify, locate, evaluate information for problem solving and communicating business solutions | Digital literacy that demonstrates a basic ability to locate, evaluate and disseminate information. |
| 4. Critical thinking: evaluating information using critical and analytical thinking and judgment.  | Exercise judgement under supervision to solve routine accounting problems in straightforward contexts using social, ethical, economic, regulatory and global perspectives | Exercise critical judgement to solve routine accounting problems in straightforward contexts using social, ethical, economic, regulatory and global perspectives | In the context of a basic, business judgement task, demonstrate critical thinking. |
| 5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.  | | Create solutions to a diverse range of accounting and business problems utilising analytical and critical thinking skills | Consider alternatives and come to a justifiable decision that solves basic business problems. |
| 6. Self-management: working and learning independently, and taking responsibility for personal actions.  | Reflect on performance feedback to identify and action learning opportunities and self-improvements | Reflect on performance feedback to identify, incorporate and action learning opportunities to facilitate self-improvement and long term development. | Demonstrate a basic level of self-management that has influenced the student's academic, personal and professional development. |
| 7. Teamwork: working and learning with others from different disciplines and backgrounds.  | Justify and communicate accounting advice and ideas in straightforward collaborative contexts involving both accountants and non-accountants | Collaborate and communicate in teams of accountants and non-accountants, to provide decision- useful information and convey accounting advice and ideas. | Demonstrate a basic ability to work collaboratively and constructively with others. |
| 8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context  | Exercise judgement under supervision to solve routine accounting problems in straightforward contexts using social, ethical, economic, regulatory and global perspectives | To be aware of and apply accounting knowledge in different environments and contexts reflecting social, environmental, ethical, economic, regulatory and global perspectives | Demonstrate a basic understanding of diverse communities and cultures in a global business context, when applying accounting knowledge. |

Appendix 8 Course Learning Outcome Standards Rubrics Templates for AQF Level 7 Bachelor Degree Courses

Note: the following Course Learning Outcome Standards templates are detailed, holistic rubrics, designed to be used at a course level by teachers and students in order to evidence achievement (or otherwise) of the Deakin Graduate Learning Outcomes across a course. The minimum standard is that expected of a student on graduation from a course. The rubrics have been derived from The American Association of Colleges and Universities VALUE Rubrics (Rhodes 2010)¹ and have been aligned with the requirements for AQF Level 7 qualifications set out in the Australian Qualifications Framework (Australian Qualifications Framework Council 2011)². The rubrics may be adapted and contextualised for specific courses and disciplines.



Deakin Graduate Learning Outcome 1: Discipline-specific knowledge and capabilities (AQF level 7 Bachelor degree) appropriate to the level of study related to a discipline or profession



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| Add text | Add text | Add text | Add text |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |

¹ Rhodes, TL (ed.) 2010, *Assessing outcomes and improving achievement: tips and tools for using rubrics*, Association of American Colleges and Universities, Washington D.C.

² Australian Qualifications Framework Council 2011, *Australian Qualifications Framework*, Adelaide.



Deakin Graduate Learning Outcome 2: Communication (AQF level 7 Bachelor degree)

Using oral, written and interpersonal communication to inform, motivate and effect change



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|--|--|---|
| Context, Audience and Purpose | Demonstrates lack of or inconsistent awareness of context and/or purpose so that the audience is unlikely to be engaged, informed or motivated. | Demonstrates consistent awareness of context and/or purpose so that the audience is engaged, informed and motivated. | Demonstrates a thorough understanding of context and purpose so that the audience is highly engaged, informed and motivated. |
| Content Development | Uses inappropriate and/or irrelevant content to develop and explore basic ideas and presents an unclear and incoherent exposition of knowledge and ideas. | Uses appropriate and relevant content to explore and develop ideas and presents a clear, coherent and independent exposition of knowledge and ideas. | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and presents a very clear, coherent, independent and highly professional exposition of knowledge and ideas. |
| Genre and Disciplinary Conventions | Inconsistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices. | Demonstrates consistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices. | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the discipline or task including organisation, content, presentation, and stylistic choices. |
| English Proficiency | Uses basic English marred by errors that frequently impede meaning. | Uses straightforward English that conveys meaning, even though there may be occasional errors. | Uses graceful English that skilfully communicates meaning with clarity and fluency, and is virtually error-free. |
| Oral Presentation Delivery | Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation generally difficult to follow. | Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation generally interesting, engaging and credible. | Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation credible, compelling, polished and engaging. |
| Interpersonal Communication | Interpersonal communication with individuals and groups rarely demonstrates emotional intelligence, sensitivity, and appropriate behaviour (such as eye contact, gesture). | Interpersonal communication with individuals and groups generally demonstrates emotional intelligence (self-awareness, empathy, and social skills), sensitivity, and appropriate behaviour (such as eye contact, gesture). | Interpersonal communication with individuals and groups consistently demonstrates emotional intelligence (self-awareness, empathy, and social skills), sensitivity, and appropriate behaviour (such as eye contact, gesture). |
| Application of Communication | Provides only general advice which does not demonstrate a well-developed sense of judgement, responsibility and autonomy. | Provides specialist advice within broad parameters demonstrating well-developed judgement, responsibility and autonomy. | Provides specialist advice on a wide range of issues, demonstrating highly developed judgement, responsibility and autonomy. |
| Add as Appropriate | | | |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |



Deakin Graduate Learning Outcome 3: Digital literacy (AQF level 7 Bachelor degree) Using technologies to find, use and disseminate information



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|--|---|---|--|
| Digital Proficiency | Generally avoids using commonly available technologies; or uses them inappropriately, ineffectively or inefficiently. | Generally selects and uses commonly available technologies appropriately, effectively and efficiently to analyse and evaluate information to complete a range of activities. | Consistently uses commonly available and new technologies appropriately, effectively and efficiently. |
| Determination of the Extent of Information Needed | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. | Defines the scope of the research specified. Can determine key concepts. Types of information (sources) selected relate to concepts or research context. | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. |
| Ability to Access the Needed Information | Accesses information randomly, retrieves information that lacks relevance and quality. | | Accesses information using effective, well-designed search strategies and most appropriate information sources. |
| Sources and Evidence | Demonstrates little or inconsistent use of credible, relevant sources to support ideas. | Demonstrates consistent use of credible, relevant digital sources to support appropriate ideas. | Demonstrates skilful use of high-quality, credible, relevant digital sources to support and develop appropriate ideas. |
| Evaluation of Information | Conflates or confuses assertion and personal opinion with information substantiated by robust evidence. Confuses logic with emotion. | Discriminates between assertion or personal opinion and information substantiated by relevant evidence. Identifies logical flaws. | Systematically and methodically discriminates between assertion or personal opinion and information substantiated by robust and relevant evidence. Identifies and rectifies logical flaws. |
| Use of Information to Accomplish a Specific Purpose | Communicates fragmented and/or inappropriate information (e.g. misquoted, taken out of context or incorrectly paraphrased). | Communicates, organises and synthesises information from a range of digital sources. | Communicates, organises and synthesises information from a broad range of digital sources and in a compelling manner. |
| Access and Use of Information Ethically and Legally | Demonstrates little understanding of or regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citation and reference incorrectly, inadequately or not at all; uses information dishonestly or out of context. | Generally demonstrates understanding of and regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citation and reference correctly and as required; uses information truthfully and in keeping with original context. | Consistently demonstrates understanding of and regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citation and reference correctly and as required; uses information truthfully and in keeping with original context. |
| Digital Communication | Inconsistently uses commonly available technologies, or uses them inappropriately, ineffectively or inefficiently to communicate such that knowledge and ideas are not presented in a clear and coherent manner. | Generally uses commonly available technologies appropriately, effectively and efficiently to communicate knowledge, ideas and solutions to unpredictable and sometimes complex problems in a clear and coherent manner. | Consistently uses commonly available and new technologies appropriately, effectively and efficiently to present a very clear, coherent and independent exposition of knowledge and ideas and solutions to unpredictable and sometimes complex problems. |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |



Deakin Graduate Learning Outcome 4: Critical thinking (AQF level 7 Bachelor degree)

Evaluating information using critical and analytical thinking and judgment



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|---|---|
| Explanation of Issues | The issue is described in such a way that ambiguities are unexplored, boundaries are undetermined, or context is unclear. Does not reflect an independent, coherent exposition of knowledge and ideas. | The issue is clearly described without ambiguity and in context, reflecting an independent, coherent exposition of knowledge and ideas. | The issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding, reflecting an independent, highly coherent exposition of knowledge and ideas. |
| Evaluation of Information | Conflates or confuses assertion and personal opinion with information substantiated by evidence. Confuses logic with emotion. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. Limited ability to critically review, analyse and evaluate information. Analysis and evaluation do not reflect intellectual independence. | Discriminates between assertion or personal opinion and information substantiated by robust evidence. Identifies logical flaws. Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. Critically reviews, analyses and evaluates information to complete a range of activities. Analysis and evaluation generally reflect intellectual independence. | Systematically and methodically discriminates between assertion or personal opinion and information substantiated by robust evidence. Identifies and rectifies logical flaws. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. Critically reviews, analyses and evaluates information to complete a wide range of tasks. Analysis and evaluation reflect a consistently high level of intellectual independence and rigour. |
| Existing Knowledge, Research, and/or Views | Presents information from inappropriate sources representing limited points of view or approaches. Demonstrates lack of synthesis of information and a broad understanding of knowledge, with little depth in any areas. | Presents in-depth information from relevant sources representing various points of view or approaches, consolidating and synthesising information and demonstrating a broad understanding of knowledge with depth in some areas. | Synthesises in-depth information and knowledge from a broad range of relevant sources representing various points of view, approaches or cultural contexts, demonstrating depth in a wide range of areas. |
| Analysis | Paraphrases or summarises information rather than analysis; rarely identifies patterns, differences or similarities. | Organises evidence to reveal obvious patterns, differences or similarities. | Organises and synthesises evidence to reveal insightful patterns, differences or similarities. |
| Inquiry Design | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Critical elements of the methodology or theoretical framework are appropriately developed although more subtle elements are not identified. | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks are synthesised from across disciplines. |
| Presenting and Defending a Position | Specific position (perspective or hypothesis) fails to take into account the complexities of an issue. Others' points of view are not acknowledged. | Specific position (perspective or hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged. | Specific position (perspective or hypothesis) is imaginative, taking into account the complexities of the issue. Limits of position are acknowledged. Others' points of view are synthesized within position. |
| Limitations and Implications | Presents few, if any, relevant and supported limitations and implications. | Presents and discusses relevant and supported limitations and implications, reflecting well-developed judgment. | Insightfully discusses in detail relevant and supported limitations and implications, reflecting highly developed judgment. |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |



Deakin Graduate Learning Outcome 5: Problem solving (AQF level 7 Bachelor degree) Creating solutions to authentic (real world and ill-defined) problems



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|---|--|
| Defining the Problem | Demonstrates a limited ability in identifying a problem statement or related contextual factors. | Demonstrates the ability to independently construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Demonstrates the ability to independently construct a clear and insightful problem statement with evidence of all relevant contextual factors. |
| Creative Thinking | Proposes inappropriate adaptations of existing objects, solutions or ideas to address new problems. | Creates a new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new problems. | Creates an entirely new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new problems, reflects on and evaluates the creative process and product. Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms. |
| Identification of Strategies | Provides little evidence of initiative in planning and identifies no or few viable approaches for solving the problem within a specific context. | Demonstrates initiative and creativity in planning and Identifies multiple approaches for solving problems (some of which may be unpredictable and complex), some of which apply within a specific context. | Demonstrates a high level of initiative and creativity in planning and identifies multiple approaches for solving problems which are complex and unpredictable that apply within a specific context. |
| Proposing Solutions | Proposes inadequate or few solutions that indicate comprehension of the problem. Solutions or hypotheses are insensitive to contextual factors and do not include ethical, logical or cultural dimensions of the problem. Solutions do not reflect intellectual independence. | Proposes one or more creative solutions that indicates comprehension of the problem and reflects a generally sound level of judgement of the pros and cons of the various options and independence of thought. Solutions or hypotheses are sensitive to a diversity of contextual factors as well as some of the ethical, logical or cultural dimensions of the problem. Solutions reflect intellectual independence. | Proposes one or more creative solutions that indicates a deep comprehension of the problem and reflects a consistently high level of judgement of the pros and cons of various solutions and factors impacting on decision making within a professional context. Solution or hypotheses are sensitive to a diversity of contextual factors as well as all of the ethical, logical and cultural dimensions of the problem. Solutions reflect a high level of intellectual independence. |
| Evaluating Solutions | Evaluation of solutions is superficial lacking consideration for the history of the problem, with little or no logical examination of the feasibility or impact of solutions. | Evaluation of solutions considers the history of problem, logically examines the feasibility and impact of solutions. | Evaluation of solutions contains thorough and insightful explanation and includes thorough consideration of the history of the problem, logically examines the feasibility and impact of solutions. |
| Implementing Solutions | Provides little or no guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem. | Provides guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem. | Provides detailed and insightful guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem. |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |



Deakin Graduate Learning Outcome 6: Self-management (AQF level 7 Bachelor degree)

Working and learning independently, and taking responsibility for personal actions



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|--|--|---|
| Intellectual Curiosity and Independence | Rarely explores a topic unless supervised or when required for assessment, and then does so at a surface level, providing little insight and/or information beyond basic facts. | Pursues substantial, additional knowledge and/or actively pursues independent educational experiences beyond classroom requirements. Explores a topic in depth, yielding insight and/or information. | Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently. Explores a topic in depth, yielding a rich analysis and/or the discovery of little-known information. |
| Independent Intellectual Connection | Makes vague or no reference to previous learning; does not apply knowledge and skills to demonstrate comprehension and performance in novel situations. | Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations. | Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations. |
| Reflection | Rarely, if ever, reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events. | Reviews prior learning (past experiences inside and outside the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events. | Reviews and analyses prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. |
| Career Planning and Development | Shows little initiative in exploring career and further learning pathways and opportunities; takes little or no responsibility for maintaining accurate evidence of learning achievements from within formal course experiences. | Shows initiative in exploring career and further learning pathways and opportunities; takes responsibility for maintaining accurate evidence of learning achievements from within formal course experiences. | Shows initiative in exploring and evaluating career and further learning pathways and opportunities; takes responsibility for maintaining accurate and compelling evidence of learning achievements from within and beyond formal course experiences. |
| Professional Readiness | Demonstrates few if any professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice. | Demonstrates professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice. | Demonstrates exceptional professional behaviours such as a positive attitude, punctuality, personal presentation, a high performance work ethic, service orientation, a high level of personal responsibility and sense of accountability and reflective practice as a basis for continual professional development of self and others. |
| Application of Skills and Knowledge | Demonstrates little autonomy or judgement and responsibility in contexts that require self-directed work and learning. | Demonstrates autonomy and well developed judgement and responsibility in contexts that require self-directed work and learning. | Consistently demonstrates a high level of autonomy and well developed judgement and responsibility in contexts that require self-directed work and learning. |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |



Deakin Graduate Learning Outcome 7: Teamwork (AQF level 7 Bachelor degree)

Working and learning with others from different disciplines and backgrounds



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|--|---|
| Constructive Teamwork | Fails to engage with the team, or does so minimally, resentfully or only when supervised, treats team members disrespectfully, demonstrates an indifferent or negative attitude about the team and its work. | Supports a constructive team climate by treating team members respectfully, showing a positive attitude about the team and its work, communicating politely and constructively, and providing assistance, encouragement or support to team members. | Supports a constructive team climate by treating team members respectfully, showing a positive attitude about the team and its work, communicating politely and constructively, and providing assistance, encouragement or support to team members, including leadership. |
| Facilitating the Contributions of Team Members | Derides or denigrates others' contributions, or disrupts team encounters. | Offers alternative solutions or courses of action that build on the ideas of others. Engages team members in ways that facilitate their contribution to meetings by constructively building upon or synthesising the contributions of others. | Helps the team move forward by articulating the merits of alternative ideas or proposals. Engages team members in ways that facilitate their contribution to meetings by both constructively building upon or synthesising the contributions of others as well as noticing when someone is not participating and inviting them to engage. Demonstrates formal or informal leadership within the team. |
| Team Commitment | Fails to complete assigned tasks by deadline; work accomplished is poor or impedes the team's progress. Does not demonstrate a level of responsibility and accountability to the team. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the team's task. Demonstrates a level of responsibility and accountability to the team. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the team's task. Proactively helps other team members complete their assigned tasks to a similar level of excellence. Demonstrates a consistently high level of responsibility and accountability to the team. |
| Response to Conflict | Creates, increases or ignores impasses and conflict. | Identifies and acknowledges impasses and conflict and takes positive steps to resolve it. | Addresses destructive conflict directly and constructively, helping to resolve it in a way that strengthens overall team cohesiveness and future effectiveness. |
| Application of Knowledge and Skills | Does not apply knowledge and skills with responsibility, accountability and well-developed in collaboration with others in professional practice contexts and in contexts that require self-directed work and learning within broad parameters. | Applies knowledge and skills with autonomy, well-developed judgement, responsibility and accountability in collaboration with others in professional practice contexts and in contexts that require self-directed work and learning within broad parameters. | Consistently applies knowledge and skills with a high level of autonomy, judgement, responsibility and accountability in collaboration with others in professional practice contexts and in contexts that require self-directed work and learning. |
| Add as appropriate | | | |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |



Deakin Graduate Learning Outcome 8: Global citizenship (AQF level 7 Bachelor degree)
Engaging ethically and productively in the professional context and with diverse communities and cultures in a global context



| Performance levels Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|--|--|--|
| Cultural Self-Awareness | Shows minimal awareness of own cultural rules and biases. | Recognises own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer). Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description). |
| Diversity of Communities and Cultures | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. | | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. |
| Knowledge of Cultural Worldview Frameworks | Demonstrates little or no understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates understanding of the complexity of elements important to members of several other cultures in relation to their history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates sophisticated understanding of the complexity of elements important to members of a range of other cultures in relation to their history, values, politics, communication styles, economy, or beliefs and practices. |
| Empathy | Views the experience of others but does so through own cultural worldview. | Recognises intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Is interested in and informed about civic issues in local as well as national and international contexts. | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognises the feelings of another cultural group. |
| Civic Engagement | Shows little interest in or engagement with civic issues in local as well as national and international contexts. | | Is interested in and informed about civic issues in local as well as national and international contexts. Actively participates in and engages with local communities. |
| Ethical Self-Awareness | Struggles to analyse and/or discuss core beliefs and their origins. | Can analyse and/or discuss core beliefs and their origins. | Can analyse and/or discuss core beliefs and their origins with depth and clarity. |
| Ethical Issue Recognition | Unable to effectively apply ethical perspectives to an ethical question. | Can apply ethical perspectives to an ethical question. Can state an ethical position as well as the objections to, assumptions and implications of that position. | Can apply ethical perspectives to an ethical question and is able to consider full implications of the application. Can state and reasonably defend an ethical position as well as the objections to, assumptions and implications of that position. |
| Adaptability | Unable to adapt knowledge and skills to diverse contexts including culturally diverse contexts. | Adapts knowledge and skills to diverse contexts, including culturally diverse contexts. | Consistently adapts knowledge and skills in a variety of ways to diverse contexts, including culturally diverse contexts. |
| Exemplars | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |

Appendix 9 Course Learning Outcomes (CLO) Map Template

This Course Learning Outcome (CLO) Map Template is for use by Course Teams to map where the Course Learning Outcomes *will* be developed within the units of study that make up the course. It is therefore a map of how the course team wants the course to look like *in the future*, as a result of course enhancement. By mapping CLOs across a course, Course Teams can readily see the relationships between units within a course that are developing the same CLOs, and find any gaps (for example, there may be too few units developing a particular CLO) and make any necessary changes. The CLO Map will then be used by Unit Chairs to analyse their Unit Learning Outcomes, to ensure that if a particular CLO is going to be developed in the unit, there is a specific, related Unit Learning Outcome (and it is assessed).

Using the information and table provided below, please indicate in which Units each of the Course Learning Outcomes (CLOs) *will* be explicitly developed (that is learning opportunities are provided for students to develop the CLO) and **assessed**. Insert a cross (x) in the appropriate cells below. Note that not all the Course Learning Outcomes must be developed and assessed in each unit of study, however if a unit is to claim it is developing a particular Course Learning Outcome, it **must be assessed**.

Course Name: **Insert text**

| Course Learning Outcome (CLO) description | | | | | Related to Graduate Learning Outcome (GLO) | | | |
|---|---------------------------------|--|--|--|---|---|--|--|
| CLO 1 | <<Course director to add CLOs>> | | | |  | GLO 1 Discipline-specific knowledge and capabilities: Knowledge | | |
| CLO 2 | | | | |  | GLO 2 Communication | | |
| CLO 3 | | | | |  | GLO 3 Digital literacy | | |
| CLO 4 | | | | |  | GLO 4 Critical thinking | | |
| CLO 5 | | | | |  | GLO 5 Problem solving | | |
| CLO 6 | | | | |  | GLO 6 Self-management | | |
| CLO 7 | | | | |  | GLO 7 Teamwork | | |
| CLO 8 | | | | |  | GLO 8 Global citizenship | | |

| Unit Code | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 | CLO 6 | CLO 7 | CLO 8 |
|------------------|--|-------|-------|-------|-------|-------|-------|-------|
| Insert unit code | Insert 'x' if CLO will be developed in this unit | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Add more rows if required.

Appendix 10 Unit Plan Template

Course Enhancement Process Unit Plan

Due by: **DLF to enter date**

| | |
|--|---|
| Course/Major Name: «Course_or_Major_Name» | Unit Chair Name: «Unit_Chair_Name» |
| Unit Code: «Unit_code» | Completed by: Insert name |
| Unit Name: «Unit_Name» | |

Your Course Learning Outcomes

The following **Course Learning Outcomes** have been created for this course. Use these when developing revised Unit Learning Outcomes (next page) that align with Course Learning Outcomes.

| Deakin Graduate Learning Outcomes (GLO) | Course Learning Outcomes (CLO) |
|--|---|
|  GLO 1 Discipline-specific knowledge and capabilities | CLO 1 DLF: enter CLO (in consultation from course director before Appendix 8 sent) |
|  GLO 2 Communication | CLO 2 DLF: enter CLO (in consultation from course director before Appendix 8 sent) – if required |
|  GLO 3 Digital literacy | CLO 3 as above |
|  GLO 4 Critical thinking | CLO 4 as above |
|  GLO 5 Problem solving | CLO 5 as above |
|  GLO 6 Self-management | CLO 6 as above |
|  GLO 7 Teamwork | CLO 7 as above |
|  GLO 8 Global citizenship | CLO 8 as above |

Course Learning Outcomes identified for this unit in the course mapping E.g. CLO 1, CLO 4.

DLF: enter CLOs identified for this unit

| Current Unit Learning Outcomes | Revised Unit Learning Outcomes (maximum 6 recommended) (Note: ensure that any Course Learning Outcomes [CLO] identified as being delivered in this unit are included within the Unit Learning Outcomes [ULO]) | Aligned with CLO No. List the CLO # associated with the revised ULO |
|--------------------------------|--|--|
| 1 «CEP_Cell_C15» | 1 Insert text | e.g. CLO 1 |
| 2 «CEP_Cell_C16» | 2 Insert text | e.g. CLO 3 |
| 3 «CEP_Cell_C17» | 3 Insert text | |
| 4 «CEP_Cell_C18» | 4 Insert text | |
| 5 «CEP_Cell_C19» | 5 Insert text | |
| 6 «CEP_Cell_C24» | 6 Insert text | |

Current and Revised Assessment

| | Current Assessment Items | | | | | | Revised Assessment Items | | | |
|---|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|--------------|--------------|--------------|
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | Assessment 5 | Assessment 6 | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| 1 Which Unit Learning Outcomes are evidenced in this assessment? (E.g. ULO 1,3, 4) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | Insert text | Insert text | Insert text | Insert text |
| 2 Assessment Task | | | | | | | | | | |
| i) Type (E.g., written exam, online quiz, oral exam, essay, written reflection, oral presentation, etc.) | «CEP_Cell_F6» | «CEP_Cell_F7» | «CEP_Cell_F8» | «CEP_Cell_F9» | «CEP_Cell_F10» | «CEP_Cell_F11» | Insert text | Insert text | Insert text | Insert text |
| ii) Length of assessment (Quantify e.g., for a written exam or oral presentation: how long? Written report: word count) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | N/A (not recorded) | Insert text | Insert text | Insert text | Insert text |
| iii) % of overall assessment | «CEP_Cell_E6» | «CEP_Cell_E7» | «CEP_Cell_E8» | «CEP_Cell_E9» | «CEP_Cell_E10» | «CEP_Cell_E11» | Insert text | Insert text | Insert text | Insert text |

3 How is Work-Integrated Learning assessed in this unit³ ?

4 Will your students be encouraged or required to keep their assessments as evidence of learning in a portfolio (or ePortfolio?). If so, do you need any assistance with this?

³ Does the assessment task resemble a task or activity in a student's intended professional field (authenticity) and does this occur within real or simulated workplaces and professional contexts (proximity)?

Potential Cloud Learning Resources

At this stage, we want to know what cloud learning resources you think will make this unit a more personal, engaging and relevant learning experience? Your input and requests will be considered at course level before sign off.

1. Non-Deakin Educational Resources – These may include cloud concepts, simulated assessments, simulations or other resources to support your teaching. They may be available for free (including open educational resources) or available for purchase.

To the best of your knowledge, are there any resources available outside Deakin (free or for purchase), and where? Cloud Concepts/short videos, Simulated assessments, video clips, photos or open educational resources.

2. Cloud Concepts – These are videos, usually up to 10 min, which explain a core concept. They normally replace other learning resources or experiences (for example, they would generally replace transmissive lectures or text heavy PowerPoints). You are encouraged to add at least a few to your unit, if needed.

Describe what Cloud Concepts you think would improve the unit and why (how many, how long, and what they would replace, and when you would need them?).

If the Cloud Concepts were to be made at Deakin, could you make them yourself, wholly or partially – what role could you play?

Do you have any existing resources that could be upgraded (e.g. PowerPoint slides, iLectures/Echo360 recordings)?

Could these resources be used in other units in this course, or other courses?

3. CloudDeakin Refresh – You are encouraged to refresh your unit site (in line with your faculty/course direction). How do you think this unit site could be improved?

New graphics?

New features? (What sorts of features would make this a better learning experience?)

Would you need assistance?

4. Simulated Assessments – These are more complex and specialised (and resource intensive) interactive learning experiences (for example, simulations, games, virtual worlds).

The decision to resource these are made at the course level.

Do you have any ideas for adding any of these types of features to the unit? If so, are they covered in '1. Non-Deakin Educational Resources' or would they need to be developed?

Any other assistance? Are there any teaching or designing skills and capabilities that you would like assistance to develop?

Appendix 11 Learning Outcomes

© Deakin Learning Futures
Deakin University Australia deakin.edu.au
Contact: learningfutures@deakin.edu.au

Learning outcomes succinctly describe what students are expected to have achieved on completion of a unit or course. Course Learning Outcomes (CLOs) are learning outcomes pertaining to the entire course – they specify what the graduate should be able to do on completion of a course. Courses are comprised of units with Unit Learning Outcomes; graduates achieve the course learning outcomes by successfully demonstrating achievement of the entire suite of unit learning outcomes.

Good learning outcomes clearly describe observable, achievable actions that can be measured. They begin with a strong action verb such as analyse, apply or evaluate. (Verbs such as appreciate, understand or explore are not measurable; and therefore not appropriate). They must describe an achievement that all students have a fair chance of achieving during the course.

Here is a quick guide to the various levels of intellectual challenge signalled in learning outcomes (drawing on the work of Bloom 1956 and Krathwohl 2002):

- **Less challenging outcomes ask students to describe or understand.** They include verbs such as arrange, articulate, cite, collect, define, describe, duplicate, discuss, explain, express, indicate, label, list, locate, match, memorise, name, outline, paraphrase, quote, recall, recite, recognise, record, repeat, report, reproduce, retrieve, show, state, tabulate, summarise
- **Moderately challenging outcomes ask students to apply or analyse.** They include verbs such as analyse, apply, calculate, categorise, chart, classify, collect, compute, compare, contrast, convert, correlate, deconstruct, determine, develop, differentiate, discern patterns, discriminate, employ, estimate, execute, identify components, manipulate, model, modify, operate, organise; practice, prepare, relate, select, transfer, use
- **More challenging outcomes ask students to evaluate, synthesise or create.** They include verbs such as adapt, argue, compose, construct, create, debate, decide, deduce, defend, design, develop, devise, dispute, evaluate, gauge, hypothesise, improve, infer, interpret, integrate, invent, judge, justify, monitor, negotiate, predict, propose, question, rank, rate, recommend, relate, select, support, synthesise, transform, validate, verify.

References

Bloom, BS (ed.) 1956, *Taxonomy of educational objectives: the classification of educational goals. Book 1: cognitive domain*, Longman, London.

Krathwohl, DR 2002, 'A revision of Bloom's taxonomy: an overview', *Theory into Practice*, vol. 41, Autumn, pp. 212–8.

Appendix 12 Course Plan

Course Enhancement: Course Plan

| | |
|---------------------------|----------------------|
| Course/Major Name: | Completed by: |
| Course Chair Name: | Due Date: |

The following tables set out the resourcing priorities for the weeks of resourcing allocated by the Faculty that will occur as part of Stage 3 of the Course Enhancement process.

Table 1 Priorities for Course- Level Resourcing: Cloud Concepts (add more rows if required)

| Priority Number | Contact person | Title/topic of Cloud Concept | Notes |
|-----------------|----------------|------------------------------|-------------|
| 1 | | Insert text | Insert text |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Table 2 Priorities for Unit- Level Resourcing: Cloud Concepts (add more rows if required)

| Priority Number | Unit Code | Unit Name | Unit Chair Name | Title/topic of Cloud Concept | Notes |
|-----------------|-----------|-------------|-----------------|------------------------------|-------------|
| 1 | | Insert text | | Insert text | Insert text |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

Table 3 Priorities for Resourcing: Simulated Assessments (add more rows if required)

| Priority Number | Unit Code | Unit Name | Unit Chair Name | Simulated assessments | Notes |
|-----------------|-----------|-----------|-----------------|-----------------------|-------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

Table 4 Priorities for Resourcing: CloudDeakin Refresh- Course Site (add more rows if required)

| | |
|--|-------------|
| 1 Course Site | |
| How will the site be used? | Insert text |
| What tools are important for the course (communication, news, RRS feeds, surveys, etc.)? | Insert text |
| Specific design elements for the Course site (as above) | Insert text |
| 2 Banner Design and Background Imagery | |
| What is the theme? | Insert text |
| Does this theme need to relate to any other site? | |
| What should the design say about the course? | Insert text |
| What is the colour scheme (if appropriate)? | Insert text |
| 3 Other | |
| Links, Deakin Air links, Word Press links | Insert text |
| Widgets | |
| Interactive learning objects | Insert text |
| Other | Insert text |

Table 5 Priorities for Resourcing: CloudDeakin Refresh for Units (add more rows if required)

| Priority Number | Unit Code | Unit Name | Unit Chair Name | CloudDeakin Refresh: add details of what is required eg. ePortfolios, media Wiki | Notes |
|-----------------|-----------|-----------|-----------------|--|-------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Table 6 Priorities for Resourcing: Staff Capacity Building Activities (add more rows if required)

| Priority | Staff Capacity Building Activity | Notes |
|----------|--|-------|
| 1 | Eg. How to build Cloud Concepts: e tools | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Name of Course Director

Add name

Signature of Course Director

Name of Learning Futures T&L Lead

Add name

Signature of Learning Futures T&L Lead

Name of Learning Futures Technical lead

Add name

Signature of Learning Futures Technical lead

Name of Learning Teaching Development Manager

Add name

Signature of Teaching Development Manager