*LIVE the Future*
AGENDA 2020

# LEARNING 2013

for a brilliant education where students are
and where they want to go

## Part 1: Underpinning curriculum framework

Updated July 2013

Deakin University CRICOS Provider Code 00113

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Contents



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This is **Version 2** of LEARNING 2013.
* Part 1 **(this document)** is a **public document**. It explains the vision and the underpinning curriculum framework
* Part 2 (a separate document) is **confidential to Deakin University**. It reports on progress and challenges in five operational projects.

Version 3 of LEARNING 2013 will be available in December 2013.

**Professor Beverley Oliver**, Deputy Vice-Chancellor (Education)
July 2013

## Answers to some frequently asked questions

### *What's the focus of LEARNING at Deakin?*

Educating learners for effective citizenship and employability through courses enhanced for highly personal, engaging and relevant learning experiences through premium cloud and located learning. We focus on clear expectations and standards, evidence of learning, personal and connected learning experiences and enhancing courses rather than focusing predominantly on units. *See pp 5-14.*

### *Why are we focusing on graduate employability—aren't we about more than jobs?*

Yes, we are about much more than jobs. We educate graduates to be effective citizens and change the world, and we credential learners to enter professional life or undertake further study. We have to make sure they evidence the capabilities that make them ready for those destinations. For us, those capabilities are encapsulated the Deakin Graduate Learning Outcomes. *See pp 5-14.*

### *What's premium cloud learning?*

This means personal, engaging and relevant learning experiences using the best available technologies including videoconferencing, portfolios, adaptive systems and other emerging tools. *See pp 8-9 and following.*

### *Isn't that just online learning?*

Across the sector, the term 'online learning' has often been reduced to its simplest aspects: uploading and downloading transmissive documents and experiences, listening to recorded lectures, completing quizzes. These are often helpful but they are usually 'one-way' experiences, and not necessarily interactive, personal, or engaging. The term 'cloud learning' signifies our intention to use Web 2.0 interactivity—it reminds us to push the boundaries to use new and emerging tools, better bandwidth and mobile devices to connect with learners in rich and engaging ways. This won't happen overnight but we have a plan and we are on our way—many of us are already using the cloud in new imaginative and more interactive ways. *See pp 8-9 and following.*

### *What's premium located learning, and is it still important?*

It means personal, engaging and relevant learning experiences at a campus, learning centre, industry or community site. Contemporary learning experiences are often a blend of cloud and located—the boundaries are often blurred and we probably notice less and less. Certainly, though, if we do ask students to travel to a physical site, the learning experience must be really personal and engaging, and not just to passively receive information. Such information can be imparted in less interactive modes: books, documents, videos. *See pp 9-10 and following.*

### *Isn't this a risky strategy?*

Doing things differently is often risky and we have to manage those risks. We should also critically appraise and test our innovations specifically asking if better learning has been effected, and whether it was more personal, engaging and relevant than it was using traditional teaching and learning approaches. *See pp 10-11 and following.*

### *How can we get this done?*

By focusing more on courses and not just on units, and by having a considered plan with clear processes, particularly over the next three years. We should prioritise courses; plan, resource and report on progress; fix issues as they arise and celebrate and showcase achievements. Mostly, we need to work together, and assist each other to learn new skills, as well as offer consistent and ready support to all staff and students. *See pp 12-13 and following.*

### *Where can I get some support?*

There is a range of support services to assist Deakin staff and students. A good starting point for staff is Learning@Deakin—this is becoming a 'one stop shop' for learning and teaching information, resources, examples and assistance, and it will continue to be enhanced over the coming months. Information and assistance is also available from Faculty leaders and support teams, as well as University-wide support services such as Deakin Learning Futures, the Library, Careers, Equity and Diversity, and Learning Support.

## Part 1: Introduction

*LIVE the future: Agenda 2020*, launched July 2012, encapsulates Deakin University's plan to bring the opportunities of the digital age into the real world of Learning, Ideas, Value and Experience (LIVE). These four important and interconnecting elements make up the Deakin Promise. As a worldly university, informed by its Australian context and engaged with the communities it serves, Deakin promises to advance:

- *Learning*: Offer brilliant education where you are and where you want to go
- *Ideas*: Make a difference through world-class innovation and research
- *Value*: Strengthen our communities, enable our partners and enhance our enterprise
- *Experience*: Delight our students, our alumni, our staff and our friends.

Deakin promises to educate learners for the jobs and skills of the future (graduate employability) through courses enhanced for highly personal, engaging and relevant learning experiences (premium cloud and located learning). Deakin's promises related to Learning include:

- Welcoming committed and capable learners
- Empowering learners for the jobs and skills of the future
- Providing cloud learning globally and locally
- Enabling learners to achieve at their own pace and space
- Strengthening the evidence base of learning.

**LEARNING in *LIVE the Future* is a shared responsibility of the Faculties in partnership with the portfolio of the Deputy Vice-Chancellor (Education) and associated support services. This publication communicates Deakin's curriculum framework and the initiatives that lead to the realisation of the Deakin LEARNING Promise in 2013**.
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## The headlines: Priority projects in 2013

The priorities in 2013 are course enhancements and capacity building to enable evidence for graduate employability through premium cloud and located learning. These are progressed through five major projects:

1. Communication and building communities of practice
2. Capacity building: ensuring staff feel supported and prepared for:
    a. teaching in emerging cloud and located environments
    b. leadership in teaching and learning in emerging cloud and located environments
    c. learning research and evaluation in emerging cloud and located environments.
3. Course enhancement process
4. Learning spaces: cloud and located
5. Reviewing the Student Evaluation of Teaching and Units

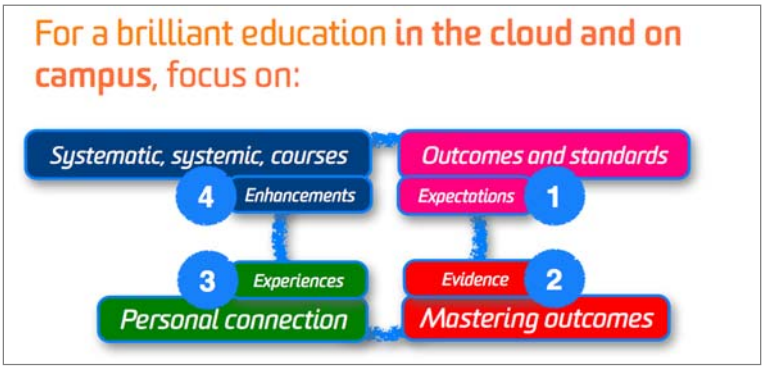
## Deakin's Agenda 2020 Curriculum Framework

*LIVE the Future* aims to ensure that Deakin enables employable and educated graduates through courses that are personal, engaged and relevant, in the cloud and on location. The literature in teaching and learning in higher education consistently confirms that excellent student learning is most likely to be achieved when:

1. **learning outcomes** are clearly articulated and relevant to graduate destinations (Huba and 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 and Macfarlane-Dick 2006, Race and Pickford 2007, Yorke 2008, Boud 2010, National Institute for Learning Outcomes Assessment 2010, Yorke 2010)
3. **educators** engage, enthuse and inspire (Chickering and Gamson, 1987, Chalmers and Fuller 1996, Ramsden 2003, Race and Pickford 2007)
4. **learning experiences, on location or in the cloud**, are highly and personal interactive and focused on engaging learners in authentic tasks and work-integrated challenges (Chickering and Gamson, 1987, Holmes 1999, Mentkowski 2000, Magolda 2009).

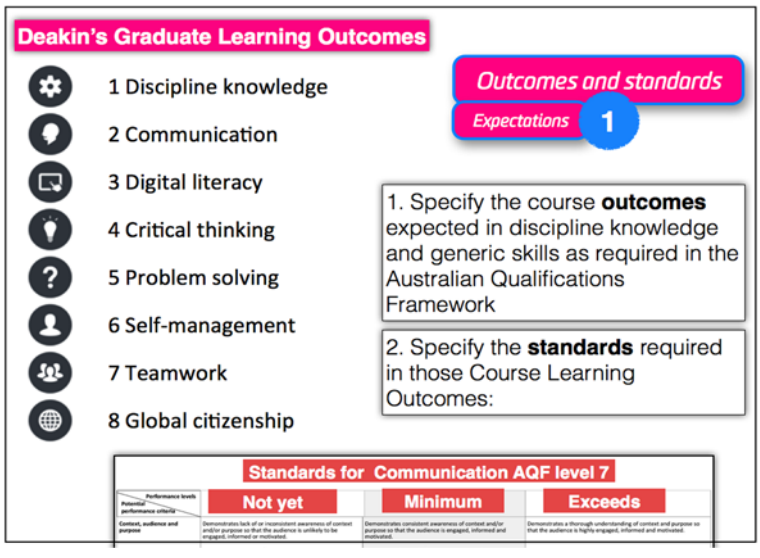
Deakin's Agenda 2020 Curriculum Framework seeks to focus on these elements through **four key aspects**:

- **Expectations**: Outcomes and standards clearly signal expectations aligned with the Australian Qualifications Framework.
- **Evidence:** Assessment tasks enable compelling evidence of outcomes and standards, focusing on graduate employability.
- **Experience**: Inspiring educators offer personal, interactive and engaging learning experiences and resources in cloud and located learning.
- **Enhancement**: Emphasis is on systematic and systemic evidence-based enhancement of courses.




## 1. Expectations

The [Deakin Graduate Learning Outcomes] describe the knowledge and capabilities graduates have acquired and are able to apply and demonstrate at the completion of their course. They consist of outcomes specific to a particular discipline or profession as well as transferable generic outcomes that all graduates must achieve irrespective of their discipline area. Learning outcomes are not confined to the knowledge and skills acquired within a course, but also incorporate those that students bring with them upon entry to the course, consistent with the Australian Qualifications Framework pathways policy. They may also include those that the students learn through extra-curricular activities. Deakin's courses must ensure that students develop systematic knowledge and understanding of their discipline or chosen profession appropriate to their level of study. Deakin Graduate Learning Outcomes, aligned with professional accreditation requirements, are specified at the course level as overarching Course Learning Outcomes, mapped across units, are incorporated into Unit level learning outcomes and assessments.




Course Learning Outcomes specify the outcomes that graduates must achieve (for example, 'must have communication skills'). [Course Learning Outcome Standards] relate to a whole course: they specify the level of performance in those outcomes (for example, graduates must demonstrate discipline-specific written communication skills at a specified performance level). Course Learning Outcomes and Standards incorporate the Deakin Graduate Learning Outcomes and any professional accrediting body requirements and are aligned with

the Australian Qualifications Framework (AQF) specifications applicable to the relevant qualification. Overall minimum course standards are intended to convey to teaching staff and students the broad expectations of student achievement during and on completion of their degree.

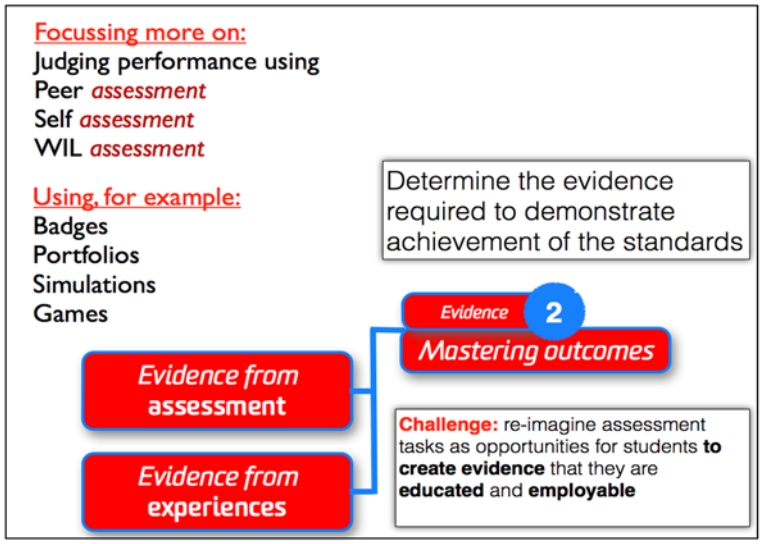
Detailed exemplar **Course Learning Outcome Standards Rubrics** at AQF levels 7 (Bachelor), 8 (Graduate Certificate and Diploma and 9 (Masters by coursework) have been developed for seven of eight the Deakin Graduate Learning Outcomes (the exception being Graduate Learning Outcome 1 Discipline Specific Knowledge and Capabilities). The exemplars suggest detailed performance criteria for generic outcomes that students are expected to achieve on completion of their course (in three levels: 'Yet to achieve minimum standard', 'Minimum standard' and 'Exceeds minimum standard'). The exemplars should be contextualised by course teams for each course. Many students are likely to achieve the minimum Course Learning Outcome Standards before the completion of their degree; others will achieve them closer to the completion of their studies. Ideally, every Course Learning Outcome performance criterion, as set out in the detailed Standards Rubrics, is formally assessed at least once during the course; however, this is not always possible or feasible. From the beginning of their course, students should be required to provide compelling evidence of achievement at least at the minimum standard in each of the overarching Course Learning Outcomes.

Even better, students should evidence the standards on multiple occasions and in a variety of ways during their course. Students are strongly encouraged to provide evidence that they exceed the minimum performance standards in all Course Learning Outcomes. Overall, the overarching Course Learning Outcome Standards and the detailed Course Learning Outcomes Standards Rubrics guide 'on balance' judgement as to whether a student has attained the expected level of performance. For example, the Standards Rubrics might be used by teaching staff to judge borderline performance between two grade descriptors.

## 2. Evidence

Deakin graduates will be able to evidence Course Learning Outcomes and Standards aligned to the Australian Qualifications Framework. All learning outcomes must be assessed, and assessment tasks provide evidence that Course Learning Outcomes and Standards have been achieved, by the end of the course. Assessment is most effective when:

- it is used to engage students in learning that is productive
- feedback is used to actively improve student learning
- students and educators become responsible partners in learning and assessment
- students are inducted into the assessment practices and cultures of higher education
- assessment for learning is placed at the centre of subject and program design
- assessment for learning is a focus for staff and institutional development
- it provides inclusive and trustworthy representation of student achievement (Boud, 2010).



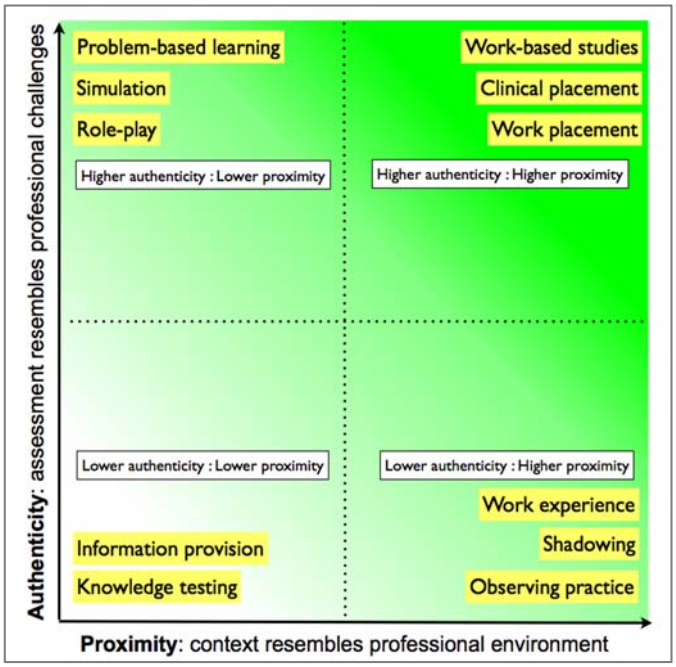

Assessment has several purposes. It provides an opportunity to evidence learning: such evidence can be comprised of qualitative judgements about performance, or quantitative test measures. **Some learning outcomes, particularly those related to generic capabilities (such as self-management, teamwork and global citizenship) are difficult to measure and should be judged more qualitatively based on evidence of performance** (Yorke 2008). Tasks designed to measure learning may require lower levels of cognitive engagement (testing students' ability to recall facts, for example). In higher education, it is appropriate that assessments predominantly require higher levels of cognitive demand (requiring students to apply knowledge, analyse, synthesise and evaluate, for example) (Bloom 1956, Krathwohl 2002). Graduate performance in professional settings is multilayered and complex, and evidence of success is best captured from multiple perspectives in a range of tasks over time. Timely feedback is an opportunity to coach students to improve their performance and readiness for professional life and for engaged citizenship.

### *Graduate employability, work-integrated and career development learning*

Courses prepare graduates for employ*ment* and employ*ability*. Employment is relatively easy to measure, but it is affected by many factors beyond a university's control: they include economic conditions, time of year, discipline and profession and the

graduate's intention to find work. Employability, on the other hand, means that 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). Again, factors such as a graduate's attitude, personality and motivation are largely beyond a university's sphere of influence. However, the curriculum and the student experience are largely the domain of the university: thoughtful design can maximise graduate employability. Deakin's approach is to contextualise (as Course Learning Outcomes) and embed the Graduate Learning Outcomes (Unit learning outcomes reflect the Course Learning Outcomes and are constructively aligned with assessment) and to re-imagine assessment to maximise work-integrated and career development learning. A narrow definition of work-integrated learning (WIL) usually associates it with work placement, work experience and internships although the general definition of WIL holds that it is 'An umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum' (Patrick, Peach et al, 2008). The Australian Collaborative Education Network, a professional association representing higher education WIL practitioners and almost all universities in Australia , identifies some of these approaches which include: internships; cooperative education; work placements, industry based learning, community based learning, clinical rotations, sandwich year and practical projects. Additional approaches include: live and virtual simulations, service-based learning, multi-disciplinary projects with industry; and curriculum-integrated career development learning.

Deakin already offers its students a range of robust WIL learning activities and assessments, particularly **placements** of a wide variety but also **projects** and problem-based assignments with real organisations; and **simulations** that are virtual or live. For example, the Middle East Politics Simulation is renowned for its scope and creativity; the virtual world of Newlandia is used in multiple courses, and the humanitarian disaster response simulation in Indonesia is attracting international attention. These and many similar engaging learning activities and assessments provide students with an experiential vehicle through which they can specifically develop Graduate Learning Outcomes, particularly communication, problem solving, teamwork, and self management and thus enhance their employability. Badging these credentials would offer students an opportunity to track and evidence the development of skills beyond the formal assessments. A construct of WIL at Deakin seeks to imbue all assessment tasks and learning experiences with:




1. **authenticity**: more authentic assessment tasks requiring students to work on problems closely associated with professional contexts, and
2. **proximity**: learning experiences that occur in or near real or simulated workplaces and professional contexts.

Deakin's course learning approaches can be mapped to ascertain to what extent assessments and experiences resemble tasks or activities in a student's intended professional field (that is, how authentic the assessment and learning experiences are) and at what proximity (see Figure above). Ideally, every course will have a balance of all these types of experiences and assessments.

The authenticity-proximity continuum reflects a wide range of work integrated learning and career development learning activities and assessments. Approaches that are high in authenticity and proximity typically enable students to:

- apply theoretical learning to practice in a work-based environment (including volunteer and community-based scenarios)
- integrate disciplinary knowledge and skills with the Graduate Learning Outcomes;
- collect evidence via a portfolio that attests to the development of the Graduate Learning Outcomes and other skills and abilities
- become reflective practitioners that will stand them in good stead for continuing professional development and life-long learning
- interact directly with representatives from industry, the professions and/or the community
- experience a complement of work-related and academic learning, cloud and located
- undertake assessments that reflect practice in the real world, including self and peer assessment.

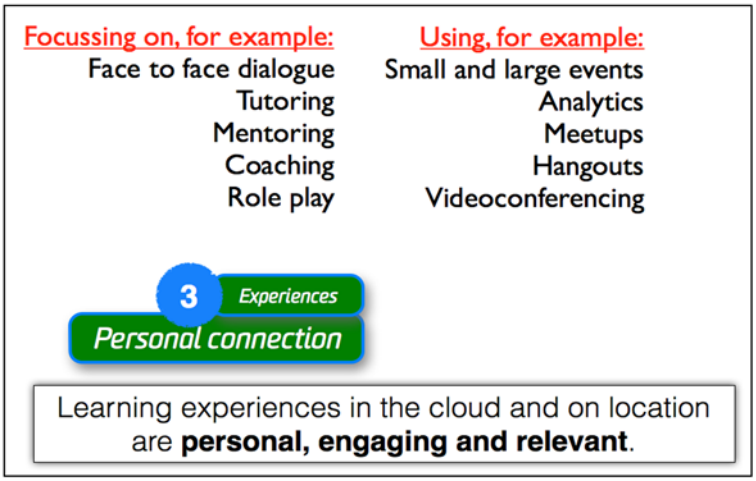
Assessment helps students improve their learning by reflecting on and judging their own and peers' performance, so that they might become reflective practitioners in professional and personal life:

> *Assessment must foster the kinds of attitudes and dispositions, as well as the knowledge and skills, learners need for the variety of tasks they will be confronted with throughout their lives. This means that our conception of assessment needs to move beyond that of testing what has been taught, or measuring learning outcomes, to encompass one that builds the capacity of students to be effective assessors for themselves and for others (Boud 2010).*

As part of course enhancement, there will be a greater emphasis on integrating more self and peer assessment into courses, for both summative and formative feedback. Work-integrated learning not only broadens students' exposure and interaction with employers, professionals and the community; it can also serve as an avenue to further strengthen the University-Student-Organisations partnership.

## 3. Experience

Learning experiences that enable the assessment and achievement of complex learning outcomes require thoughtful design by educators who engage, enthuse and inspire. Active learning occurs in settings that are learner-centred (Cannon 2000) and designed to facilitate the application of knowledge to problem solving, analysis, reflection, critique, and other higher-order thinking. Participation will require learners to interact with learning resources and demonstrate to themselves and others that they have achieved the learning outcomes (Ramsden 2003, Race and Pickford 2007).




Inspiring educators are learner-centred. It has been shown that educators who focus on content (and imparting information) encourage surface learning: retention is temporary and life-long learning is minimal. In contrast, a learner-centred approach fosters higher quality learning outcomes and cognitively deeper and richer learning experiences (Newble and Cannon 1995). Optimum learning experiences at Deakin—whether in the cloud, the workplace, the laboratory or on campus—maximise human engagement and interaction, even in the face of challenges such as large classes, distance and time zones, and diverse student ability and motivation. Nevertheless, this is Deakin's goal—to engage and inspire learners through high quality personal connection—between students and educators, peers and the community.

All Deakin courses provide connection with an engaging and active community through CloudDeakin, as well as accessible, media-rich, interactive learning resources. Located learning—on campus, in libraries, at learning centres—is engaging and people-centred and rarely to broadcast information to students. Physical meetings and events focus on interactive dialogue and interaction, increasingly in aesthetically pleasing and conducive environments that enable interactivity and offer access to power, connectivity and comfort.

### *Defining and progressing premium cloud and located learning*

Universities have often focussed on learning as the acquisition of knowledge. Until recently, learning experiences have been largely campus-based, and have relied on transmissive styles of teaching for carefully selected cohorts of able students. In the main, students attended lectures and tutorials, accessed printed materials and texts, and evidenced their achievement in written exams, tests and assignments. Deakin University was established to pioneer distance education in Australia, and until recently this was mainly achieved through print and post. This form of distance learning was asynchronous, and occurred mostly through written and limited oral interaction. Nevertheless, thousands of Deakin graduates achieved an education which otherwise would have been physically out of reach. With the rise of the digital economy, universities have embraced online learning to make 'print and post' materials more immediate and accessible. The shift from text to hypertext was not without its challenges, conceptual and technical: by and large technology was originally used to replicate transmissive information delivery, rather than to create new forms of interactive learning experiences (Bates and Sangrà 2011). Even now, large group teaching through lectures is often still the norm across the sector. Students often access lecture recordings, interact through discussion forums, download digitised texts, and access assessments such as multiple choice tests (quizzes) within large and highly administered learning management systems. Much of the online learning currently in place in higher education institutions uses this passive 'print and post' Web 1.0 model.

## *What is 'the cloud'?*

More recently, information technology has adopted the term 'cloud computing' which initially meant 'the delivery of scalable IT resources over the Internet, as opposed to hosting and operating those resources locally, such as on a college or university network' (Educause 2009). The term 'cloud' is increasingly used to convey the concept that individuals can engage in rich and collaborative online spaces such as virtual worlds, simulations and multi-user online games; share documents and other resources; and use videoconferencing technologies from their mobile devices. The cloud is particularly linked to mobile devices (phones and tablets) that use small apps to provide services and facilities across time zones. Increasingly, this means enabling the collaborative creation of artefacts using web-based services such as Google Docs, rather than relying on software installed on each individual user's computer. Above all, the cloud is a term now generally used to describe the repository from which subscribers can obtain artefacts and services (iTunes, iTunesU, Google Play, Amazon, eBay), engage with associates and strangers near and far (Draw Something, Words with Friends, Farmville, Angry Birds) as well as create, and curate their personal and professional digital presence (Twitter, Pinterest, Scoop.It, FaceBook and LinkedIn).

## *What does Deakin mean by premium cloud learning?*

On the whole, Web 2.0 and social media technologies have not as yet been fully embraced by higher education providers, although increasingly rapid change is occurring through the emergence of Massive Open Online Courses (MOOCS) in 2012. As part of its Strategic Agenda, Deakin has adopted the term 'cloud learning' to signal its intention to make a quantum shift rather than an incremental change in its approach to online education. First, it signals a commitment to move beyond the constraints of the traditional delivery of Web 1.0 style passive transmission of text and image information and explore and implement accessible Web 2.0 and emerging interactive cloud technologies—video, telephony, gaming environments—to enable premium learning experiences in the cloud. This means that all students—including those who enrol off-campus—will have the benefit of **premium cloud learning** experiences that are first rate, rather than poor-quality emulations of on campus experiences.

Deakin courses showcasing 'premium cloud learning' are personal, engaging and relevant, and offer resources and experiences that are integrated, short, accessible, highly visual, media-rich, engaging, relevant and designed for the screen. Some will be created at Deakin; increasingly, they will include open educational resources made available by the world's best universities and other premium providers. Premium cloud learning experiences also require students to generate content, collaborate in solving real world problems, and evidence their achievements in portfolios. CloudDeakin, Deakin's learning environment, will be enhanced to become a seamless single sign-on environment where students can:

- communicate with teaching staff, mentors and peers
- engage with premium learning resources and experiences
- create and curate evidence of their achievements
- collaborate on authentic tasks which prepare them for professional careers and for citizenship.

## *Deakin staff and student digital access*

In 2012, a research study on Deakin University staff and student digital access attracted responses from about 20 per cent of staff and eight per cent of students. Results suggested:

- The vast majority (~96 per cent) of Deakin staff and students have high speed and reliable **internet and Wi-Fi access** off campus. Three-quarters rated their connection as affordable. Many commented on the advantages and challenges of reliable and fast internet connection for online video, audio and interactive media.
- Most staff and students carry at least one mobile device, usually a **phone**, and more than half are less than two years old. About 90 per cent have a **laptop**, two-thirds use Windows. About 40 per cent of staff and 25 per cent of students had **tablets**.
- In **social media**, student use of Facebook was predictably high, slightly lower for Google+ and much lower for LinkedIn. Staff also had high use of Facebook and Google+, and higher use of LinkedIn. Most staff and students were not very frequent users of Twitter, Blogs or Flickr, and virtually no one used Second Life.

This research clearly indicates that digital technology is very much a part of Deakin student and staff life. Nevertheless, efforts continue to ensure staff and students have the minimum digital connectivity and capability to teach and learn effectively.

## *What does Deakin mean by premium located learning?*

In addition to premium cloud learning, Deakin will maintain and enhance its physical campuses and learning centres, and its professional experience learning in hospitals, clinics, schools and industry to provide best-practice blended learning. **Physical meetings and face-to-face classes—large, small and one-to-one—will be designed for active learning, comfort and excitement**, rather than the transmission of information to relatively passive listeners. For face-to-face learning to be active and collaborative, Deakin will develop learning spaces that optimize human interaction, facilitate the use of student-preferred technologies and provide the appropriate mix of large and small lecture theatres, flat floor collaborative learning spaces, and informal learning spaces. Lecture theatres will maximize student interaction, using reconfigurable seating, or a

'Harvard' format. Reconfiguring the lecture will affect pedagogy: in the flipped classroom, in which students watch recorded and online lecture material off-campus and then use in-class time for interactive exercises, projects or discussions, teaching staff assume roles more akin to curators, coaches and advisors than instructors (Educause 2012).

In premium located learning, the whole campus is conceptualised as a learning space, encouraging students to think, talk, write, read and socialise whenever they want to. Deakin supports the development of this model. Premium located learning will also develop the 'sticky' campus -- designed to encourage students to hang around. This will mean the development of welcoming and convenient informal learning spaces, with microwaves, sinks, fridges, conversation booths. We will develop multiple small 'eddy spaces', both indoors and outdoors, for ad hoc use by groups of two or three students, providing shelter, power sources, seating, perhaps a writing surface, like 'Ideas Paint' or glass surfaces, to encourage discussion and the generation of intellectual excitement, campus-wide. A suite of formal and informal teaching and learning spaces designed to facilitate both active and collaborative learning, and also comfortable private study, will ensure the personal connectedness that is core to the Deakin curriculum model.

### *How do we move to premium cloud and located learning?*

CloudDeakin is Deakin's cloud learning environment. As part of *LIVE the Future*, the One View project will create a singular interface that presents 'one personalised view' of the university's content, data and services personalised for each individual. CloudDeakin will become more flexible, enable easier integration with partners and institutions, and less dependent on a single learning management system platform. One View is underway with international partners, including the Open University of Catalonia. In the shorter term, learning applications relating to Evidence and Experience will include badging of e-portfolio evidence. Other applications may include language learning, instant messaging, social bookmarking, personal file cloud storage, document repository, activity feeds, ad-hoc cloud-based meetings and video conferencing.

**A great deal of teaching and learning at Deakin already fits our definition of premium cloud and located learning** (see examples). Where enhancements are needed, these are often best achieved on a whole of course basis (for example, the course enhancement process). In particular, Stage 3 of the process includes three projects to enhance cloud and located learning:

1. From Lectures to cloud concepts: this is a process of transforming some lectures into a series of short, visually engaging video files, viewable in CloudDeakin.
2. CloudDeakin refresh: this means ensuring that all courses have a course site with an active and connected learning community (and eventually a course guide).
3. Simulated assessments: this means creating interactive and multimedia virtual environments where students apply their skills and receive instant feedback.

The physical learning spaces that enable more interactive learning are very important. Deakin is committed to developing located learning spaces that enable student-centred, active learning. Many teaching staff are moving away from the more traditional approach of lecture delivery, which typically have been used to transmit knowledge and information, and toward a new model of teaching which places students at the centre of learning and creates learning opportunities in which students are actively engaged. This requires a shift in understanding of the role of the academic, from one of the keeper of knowledge (to be dispensed to students) to a facilitator of learning, a mentor or coach.

**Flipping the classroom** is a phenomenon that has gained attention in the last few years, and the literature on its effectiveness–or otherwise—is still emerging. According to Educause, the core concept is about repurposing (rather than reducing) class time in order to achieve more interactive and engaging learning experiences: typically, lecture and homework elements are reversed so that in-class time is repurposed for interactive learning. In 'flipped classrooms', learning information is made available ahead of time (typically through cloud resources), freeing up face-to-face class time for more interactive learning activities focused, for example, on problem-solving. Even so, implementations of the flipped model are likely to lead to reductions in on-campus contact time. The word 'flipped' may suggest that implementing this model is easy, and can be done quickly. However, careful thought is required in relation to adopting this model: for example, a simple way to make better use of contact time is to replace lectures with multiple small group meetings, but this may not be financially sustainable. A reduction in on-campus contact time may or may not be popular with staff and students. Any changes based on 'flipping' need to be carefully considered and quality assured.

### *Managing risk and assuring quality*

The University has (and must have) clearly observed faculty and University-wide processes to endorse curriculum changes and assure quality. Sometimes these processes are seen as cumbersome or not sufficiently timely to enable rapid innovation. During 2013, specific examples of roadblocks will be used as case studies to inform potential improvements. In the meantime, innovations should be planned ahead to allow sufficient time for due process, as well as reflection and evaluation. To operate outside the agreed internal compliance processes poses an unacceptable level of risk.

In the main, external regulations and laws relating to higher education have been based on traditional campus-based delivery that can be counted in hours. Emerging technologies have recently called into question the viability of some of these laws, in particular the need for on-campus contact (regardless of whether it is for interactive or transmissive learning) and volume of learning (probably based on the required number of semesters, not trimesters, for on-campus delivery). Regardless, until external regulation changes, the University must work within it. The Education Services for Overseas Students or ESOS Act, for example, sets out the legal framework governing delivery of education to overseas students studying in Australia on a student visa. The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code) provides nationally consistent standards for the conduct of registered providers and the registration of their courses. ESOS restricts the proportion of a course that can be done 'online or by distance learning'. Standard 9 of the Code specifies that registered providers monitor the enrolment load of students to ensure they do not allow students to undertake more than 25 per cent of the total course by distance and/or online learning. Moreover, the provider must not enrol the student exclusively in distance or online learning units in any compulsory study period. Deakin courses must comply with this requirement. Therefore, those who wish to implement innovations such as flipped classrooms need to seek advice on these matters.

Deakin's *LIVE the future* is an exciting strategic agenda, and many staff are keen—even impatient—to move forward. Nevertheless, **we need to work with the existing parameters, bearing in mind that underpinning our strategic intent is the goal of engaged and interactive learning, whether in the cloud or on campus**. The phrase 'moving to the cloud' may imply that we are moving away from campus-based learning experiences, or that we are reducing physical contact hours with students (an idea generally not well-received by students, or by staff). Similarly, 'flipping the classroom' does not necessarily mean 'putting it in the cloud' and reducing on-campus hours. **Therefore, these are terms should be used with care**. The challenge is to maintain enthusiasm and explore and implement learning innovations in a considered and compliant manner, and as constraints and obstacles arise, work to change them where feasible.

## *Publisher Online Learning Environments and Learning Resources*

Publishers are offering and continue to develop a diverse range of online learning resources, from e-textbooks and multimedia collections through to quizzes and assessment tasks. The textbook model where students purchase a print textbook and are provided with an accompanying code in order to access an online version or additional materials is well known. The move away from print textbooks is gaining pace where a publisher has developed its own virtual learning environment for distributing and providing access to content. Pearson, Wiley, McGraw Hill and Cengage are major publishers offering virtual online learning spaces and more interactive learning resources. There are many specialist products also available. Each publisher has different terms and conditions under which they offer authenticated access to their online products, which are generally hosted by the publisher. Today, the relationships between individual academic staff and publishers, and the relationships between publishers and the university in an online publishing environment are multi-layered and complex. There are legal and ethical responsibilities that need to be considered. Concomitantly, students required to engage with publishers' sites and accept the publishers' terms are taking on new obligations that may not be understood. Academic staff are keen to embrace the latest media-rich learning resources and introduce interactive activities to students through CloudDeakin. This raises some key questions. How should an academic teacher engage with the education arm of a publishers' business? What has changed in this long-standing and informal transaction between publishers' representatives and teachers? Who is taking care of our ethical responsibilities to students?

## *Key Issues for Academic Teaching Staff*

**Access for students**

Publisher websites are offering a choice of models for allowing student access to their learning products. Publishers' representatives may also advise academic staff directly on how to connect students to their resources. **The only model at this time that the University endorses is the Student Registration Model**. The Student Registration model requires students to provide their own personal information to the publisher. The other models publishers are promoting to academic staff require University staff to provide to the publisher the personal of information of students, usually all students enrolled in a particular unit. The University Solicitor advises that for Deakin to implement the *Batch Registration Model* the University should seek the written consent of students to disclose their personal information to third party publishers prior to disclosing it. This **needs to be addressed at a University 'enterprise' level**, and potentially will require obtaining consent from students at the time of enrolment at the University, at the time of enrolment in affected units and providing general advice to students through CloudDeakin around what the disclosure of their personal information means to them. Integrating these publisher learning environments by embedding them in CloudDeakin and allowing a single sign on approach again requires batch registration of students and the issues are the same as the Batch Registration Model.

**Agreements with Publishers**

Publishers are continually developing new approaches to selling and distributing their products. Publishers continue to directly market to academic staff and historically there has been informality in agreements. In these arrangements, the terms and conditions the students agree to when registering may not have been reviewed by the academic or by the University Solicitor. Where students register themselves, while there may be limited risk to the University, there remains the University's ethical responsibility to students. This becomes more opaque when assessment tasks are undertaken within the publishers learning environment. Individual agreements, formal and informal, between academic staff and publishers may not be recorded or reviewed from the perspective of business efficacy; that is, looking at costs, risk and unreasonable terms (for example, is there a contractual rights for Deakin to have access to student data collected by the publisher?). If an academic wishes to undertake a relationship with a publisher to provide access to publisher learning resources, then a contract should be requested and reviewed by the **University Solicitor** and negotiated on an enterprise wide basis. The Library has long standing relationships with publishers, experience in negotiating terms and can assist with working with Unit Chairs and the Solicitor's Office.

**Using social media in student learning**

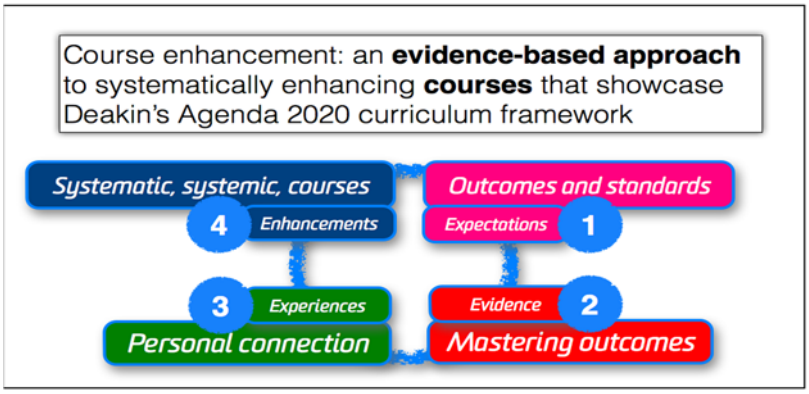
Social media is already used widely within the University both informally by staff and students, through Facebook, Twitter and the like, and formally through University sponsored or 'enterprise' sites, and by the University itself. If the University is to formally introduce the use of social media into teaching programs, the University should publish Guidelines for that use, and ensure that if there is a Social Media Policy it covers appropriately the use of social media in the teaching context. The University does have Policies which apply generally to all communications and methods of communication (for example Code of Conduct; Information Privacy, IT Use Policies and so on). The Marketing Division has developed a draft Policy on the use of social media in marketing and 'enterprise' communications. It does not address the use of social media in teaching. The Marketing Division has also published materials and guidelines for the use of social media.

The University Solicitor's Offices advises that there is no legal reason why the University cannot request students to use social media platforms in courses they undertake at the University for the purposes of communication between students and academic staff, and to discuss their work between themselves. If the University were to make the use of social media a requirement for a unit or course, it is possible that a student might object to that requirement, for example on privacy grounds. At that point the University would have to make a decision as to whether the student could enrol for the particular unit or course, considering whether a student could successfully complete the unit or course if that student declined to access social media.

The use of social media platforms for the delivery of course materials is problematic. If we use social media to deliver Deakin course content, the terms of use of the particular platform will very likely include that Deakin, by posting the content for delivery through the platform retains copyright, but grants to the platform provider a very broad licence to distribute that content to other users of the platform. Deakin could potentially lose control of the distribution of its course materials. If the University directs students to use social media platforms to get access to third party content, it will generally be the case that the third party has given the platform provider the broad licence to distribute that content to other users. However it would be sensible to have the third party content assessed by the University as (a) suitable for the particular course and (b) having been provided by and with the third party's licence. Insofar as there are privacy issues, generally students are capable of opening their own accounts with relevant sites and attending to appropriate privacy settings. The University should not be collecting or divulging personal information in this context.

## 4. Enhancement

Until recently, many universities have had an ad hoc approach to quality enhancement, focussing energy and resources on enhancing units rather than courses. To enable rapid achievement of the Agenda 2020 goals, Deakin's focus will emphasise systemic and systematic enhancement of courses. The first draft of the Course Enhancement Process was created and trialled from July 2012, and included engagement with the course teams of sixteen high enrolling courses. This process is being refined and deployed more broadly and deeply in 2013. It is an ambitious undertaking requiring strong partnerships between faculties and University-wide support services. The Course Enhancement Process is designed to implement Deakin's Agenda 2020 Curriculum Framework—in



many ways is a disruptive shift from previous models. This will be very challenging, and require ongoing changes to processes and systems. Most of all, it will require patience and a commitment to solve issues and face challenges in a very dynamic environment. Deakin faculties enhance their courses using the Course Enhancement Process with assistance from University-wide support services, particularly Deakin Learning Futures, Library, Careers and so on. The Course Enhancement Process has four stages:

**Stage 1: Scoping** (typically 1-2 months). 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). This can include capacity building around how to create course learning outcomes and standards, how to map course learning outcomes across a course or major, how to constructively align course learning outcomes, unit learning outcomes and assessment, good practice in assessment, how to reimagine assessment, and other various topics such as how to assess teamwork, peer and self assessment, to name a few. While this is underway, Deakin Learning Futures assembles a Course Evidence Portfolio. Its purpose is to provide evidence pertaining to:

Part 1: Curriculum Design (analysing the curriculum inputs in relation to Deakin's **curriculum design standards)**
Part 2: Curriculum Effectiveness (analysing the curriculum outcomes in relation to Deakin's **curriculum effectiveness standards)**.

**Stage 2: Assessment and Learning Design:** (typically 2 months). The course 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.

**Stage 3: Resourcing** (typically 3-4 months). Faculties are supported to ensure the curriculum includes engaging learning resources optimised for premium cloud and located learning. Such resources are likely to include transforming transmissive lectures into engaging Cloud Concepts (short, visually engaging video files, viewable in CloudDeakin), refreshed CloudDeakin course and unit sites and student e-portfolios (CloudDeakin Refresh) and interactive simulations. These resources usually require extra assistance from outside the faculty—normally, Deakin Learning Futures and others can, with sufficient planning, provide assistance for Cloud Concepts and for CloudDeakin Refresh. More complex builds are likely to take extra time.

**Stage 4: Evaluating**: Part 1 (typically 1-2 months). The course team is supported to disseminate the outcomes of the course enhancement process through scholarly publications, drawing particularly on post-enhancement versions of Part 1: Curriculum Design (determining whether the **enhanced** course meets or exceeds Deakin's **curriculum design standards**, assembled by Deakin Learning Futures). Lagging national indicators are a substantive component of Part 2: Curriculum Effectiveness (determining whether the **enhanced** course meets or exceeds Deakin's **curriculum effectiveness standards**) and these can take several years to become available.

**Then what happens?** The process is designed to promote continuous improvement by providing assistance and support for staff to continuously enhance their courses.

## *Deakin curriculum standards*

Deakin University's **curriculum standards** (input and outcome standards) are designed to guide course development and enhancement: appropriate curriculum inputs (outcomes, assessment, and learning experiences that are personal, engaging and relevant) should enable effective curriculum outcomes (student demand, success and perceptions of course quality; graduate success and perceptions of course quality; and employer and industry perceptions of graduate preparedness).

**Curriculum inputs:** Deakin's **curriculum design standards:**

- **Learning outcomes** are clearly articulated and relevant to graduate destinations (Huba and Freed 2000, Ramsden 2003, Biggs 2007, Penn 2011).
- **Assessment and feedback** are carefully designed opportunities to enable students to demonstrate, improve and evidence achievement of graduate learning outcomes (Nicol and Macfarlane-Dick 2006, Race and Pickford 2007, Yorke 2008, Boud 2010, National Institute for Learning Outcomes Assessment 2010, Yorke 2010).
- **Educators** engage, enthuse and inspire students to learn (Chickering and Gamson, 1987, Chalmers and Fuller 1996, Ramsden 2003, Race and Pickford 2007).

- **Learning experiences, on location or in the cloud**, are personal, engaging and relevant, challenging learners in authentic and work-integrated experiences and assessments (Chickering and 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 standards**:**

- **Outcomes and standards**: How are Deakin's Graduate Learning Outcomes aligned with discipline or professional standards, contextualised and embedded in this course as Course Learning Outcomes, and where and how often are they assessed and evidenced? How challenging are the unit learning outcomes, and are they all assessed?
- **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 (authenticity) 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?
- **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?

**Curriculum outputs:** Deakin's **curriculum effectiveness standards**
Effective Deakin courses enable students to learn effectively and become employable and educated graduates. 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 provides an analysis of indicators that relate to these **curriculum effectiveness standards:**

- student demand (eg. commencing EFTSL)
- student success (eg. retention and completion)
- student perceptions of the quality of the course (eg. student evaluation of teaching and units)
- graduate destination and perceptions of the quality of the course, and the extent to which it prepared them for their intended destinations
- employer and industry perceptions of the extent to which graduates are prepared for employment.

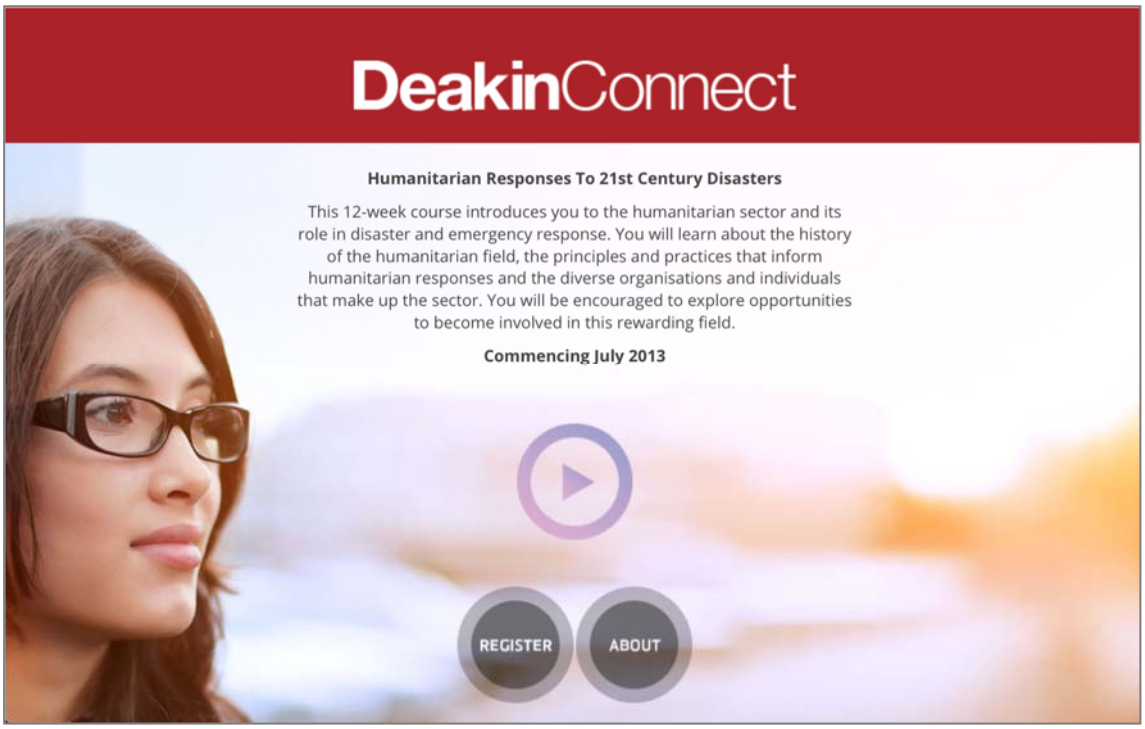
## In summary: Deakin's Agenda 2020 Curriculum Framework

Deakin's Curriculum Framework has four key aspects:

1. **Expectations**: Outcomes and standards clearly signal expectations aligned with the Australian Qualifications Framework.
2. **Evidence:** Assessment tasks enable compelling evidence of outcomes and standards, focusing on graduate employability.
3. **Experience**: Inspiring educators offer personal, interactive and engaging learning experiences and resources in cloud and located learning.
4. **Enhancement**: Emphasis is on systematic and systemic evidence-based enhancement of courses.

One of the great challenges associated with learning experiences is rethinking how we teach—in the cloud and on campus. Capacity building in teaching in new modes, using emerging tools, must be a priority as part of *LIVE the Future*, within faculties and in partnership with University-wide support services.

## Testing innovations: DeakinConnect and Deakin's first MOOC




## The headlines

**1. What is DeakinConnect?** DeakinConnect (deakinconnect.com) is Deakin University's new open learning space. The first open course offered in DeakinConnect is *Humanitarian Responses to 21st Century Disasters*, opening in July 2013.

**2. What is *Humanitarian Responses to 21st Century Disasters* about?** On completion of this course participants will be able to demonstrate their achievements in:

- Discipline-specific knowledge and capabilities: the history of the humanitarian sector; the principles and practices that inform responses to natural and man-made disasters and emergencies; key humanitarian organisations, individuals and their roles; and the complexities and ethical challenges of disaster and emergency responses.
- Communication skills: using oral, written and interpersonal communication to inform, motivate and effect change.
- Critical thinking: evaluating information using critical and analytical thinking and judgment.
- Digital literacy: using technologies to find, use and disseminate information.
- Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.

**3. How will this happen in DeakinConnect?** Participants will be able to:

- **Learn** by accessing resources such as expert commentary and interviews, and by testing response strategies in Lolesia, an imaginary country in South East Asia, suffering from decades of economic stagnation and oppressive rule.
- **Engage** agree, challenge or question others' ideas.
- **Network** with humanitarians and peers from across the globe.
- **Evidence** their knowledge and capabilities in an online portfolio.
- **Credit**: give and receive peer credit and feedback on others' learning. In addition up to 100 participants will be able to apply to earn credit towards a Deakin University qualification in this field (fees apply).

**4. Who is the Course Leader?** Dr Phil Connors, Faculty of Arts and Education

**5. Why is Deakin University doing this?** Deakin University seeks to drive the digital frontier and offer brilliant education 'where students are and where they want to go' through personal, engaging and relevant learning experiences. DeakinConnect, Deakin's open learning space, is designed to be an innovative and intuitive cloud learning space which enables learners to have a richer learning and assessment experience. DeakinConnect focuses on these key aspects of learning:

1. **Expectations**: clearly signal the learning outcomes and expected standards of achievement.
2. **Evidence**: prompt the learner to create and curate compelling learning evidence that shows achievement of the learning outcomes and expected standards DeakinConnect explicitly tests the viability of peer assessment and feedback, using digital badging.
3. **Experience**: Create a personal, interactive and engaging online experience where learners connect with peers, experts and the discipline community.

This is new territory, and we will evaluate the experience and share the results. We welcome feedback that can inform the evaluation process.

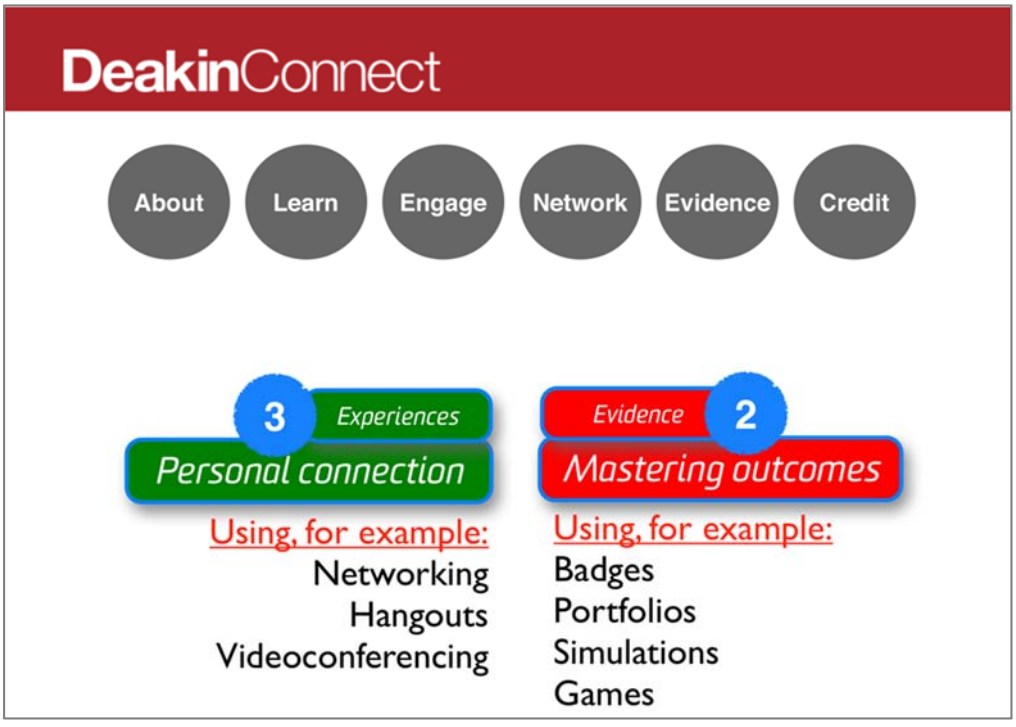
**6. How is DeakinConnect different from other MOOCs?** DeakinConnect attempts to offer assessments that prompt the learner to create rich digital learning evidence. Participants are invited to create up to six learning exhibits that specifically demonstrate their capabilities.

**7. Do DeakinConnect participants receive credit?** Learning achievements are often accompanied by credit—informal credit from peers, friends, family and colleagues; and formal credit from educational institutions. In DeakinConnect, participants can earn peer credit, and they can also use their learning exhibits to earn credit towards entry into a Deakin University qualification:

**Peer credit:** When participants share their learning exhibits, peers can award credit signifying that they believe your exhibit shows mastery of learning outcomes at or beyond agreed standards. Alternatively, peers can provide constructive feedback on how participants can improve their learning exhibits to meet or exceed the standard. When peers award credit, participants receive a DeakinConnect Peer credit badge that can be shared on Facebook or LinkedIn.

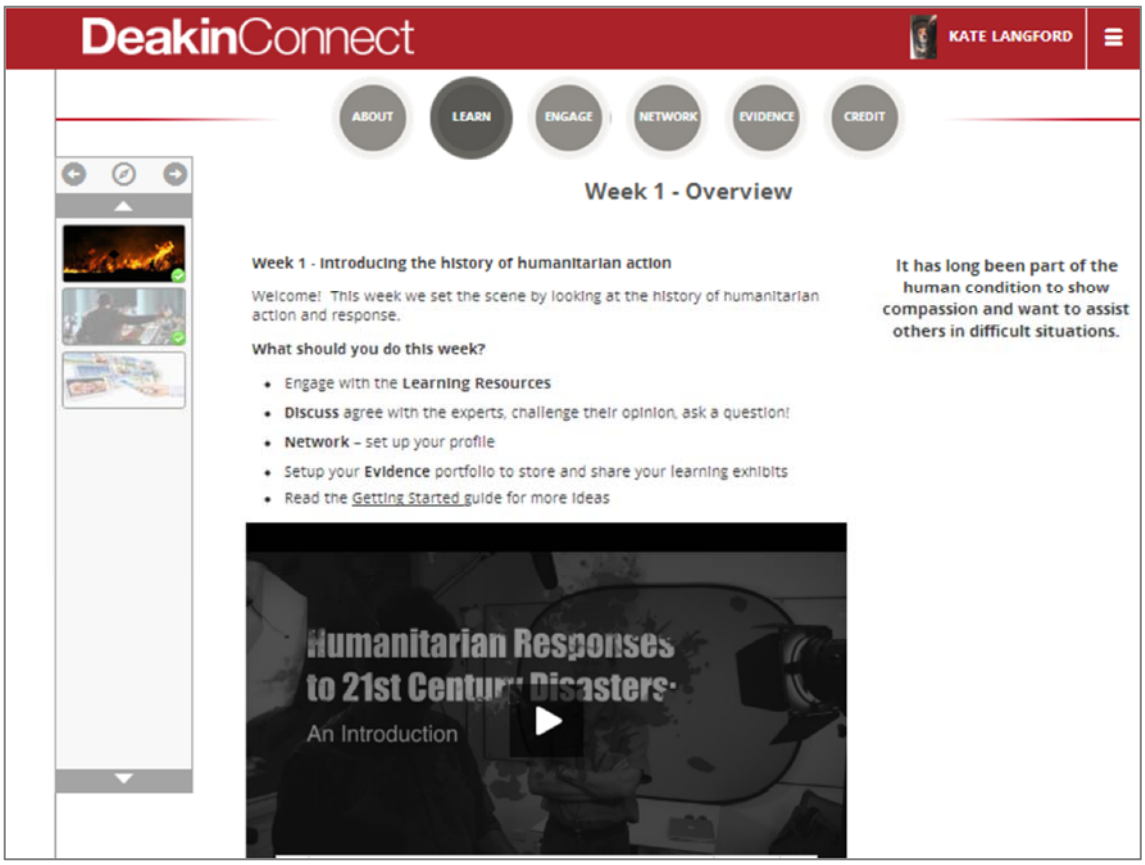
**Credit towards a Deakin University qualification:** This course is open and free. In addition, up to 100 participants will have the opportunity to apply to have their learning formally assessed (for a fee of AUD$495) for entry into and credit towards a Deakin qualification. The formal assessment process will be based on FOUR learning exhibits: two learning exhibits from DeakinConnect (as above); a formal research paper; a 20-minute interview. Those whose learning evidence is assessed as meeting all the requirements will be granted one credit point when applying for entry into: Deakin University's Graduate Certificate of International and Community Development (total of four credits required) or Deakin University's Master of International and Community Development (total of 16 credits required). Additional entry requirements apply.

8. **Is DeakinConnect designed to replace CloudDeakin?** Not exactly. DeakinConnect is a platform designed to enable the learning journey in Deakin's curriculum model (clear outcomes and standards; evidence of mastery; personal connection) in an intuitive and navigable learning environment. It tests digital badging of portfolio evidence by enabling peers to award credit. In this way, it is a prototype which enabling Deakin to test its innovations. The evaluation of the first MOOC will inform the future enhancement of CloudDeakin. The following pages show screen shots and explain the learning journey in DeakinConnect.



## Learn

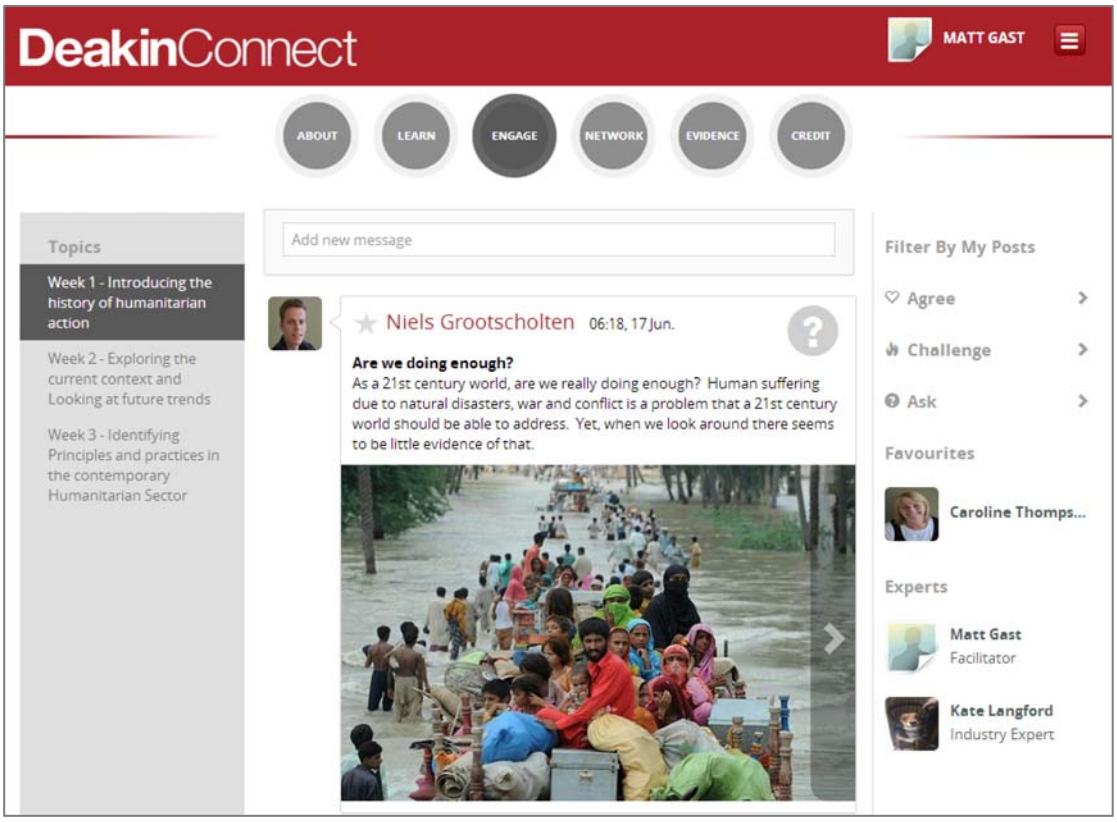
Each week, the Overview will lead you to view, read and think about a variety of learning resources such as expert commentary and interviews. You will then have a variety of activities to assist or demonstrate your learning.




One of the key learning resources is Lolesia, an imaginary country in South East Asia that is suffering from decades of economic stagnation and oppressive rule. You will be invited to explore the complexities and challenges facing the humanitarian sector in interactive scenarios.

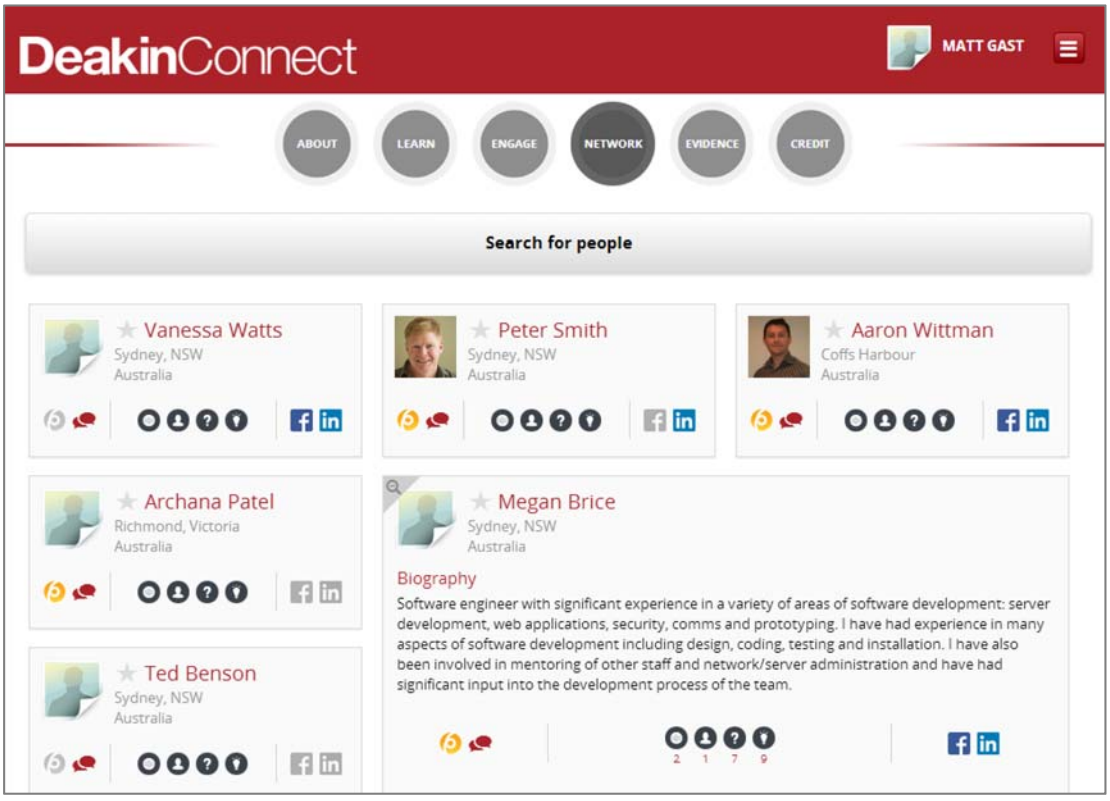
## Engage

Learning happens best when we engage, apply and question - throughout this course, you will be able to agree with, challenge or question others' ideas. See opinions evolve and contribute links to extra learning resources.



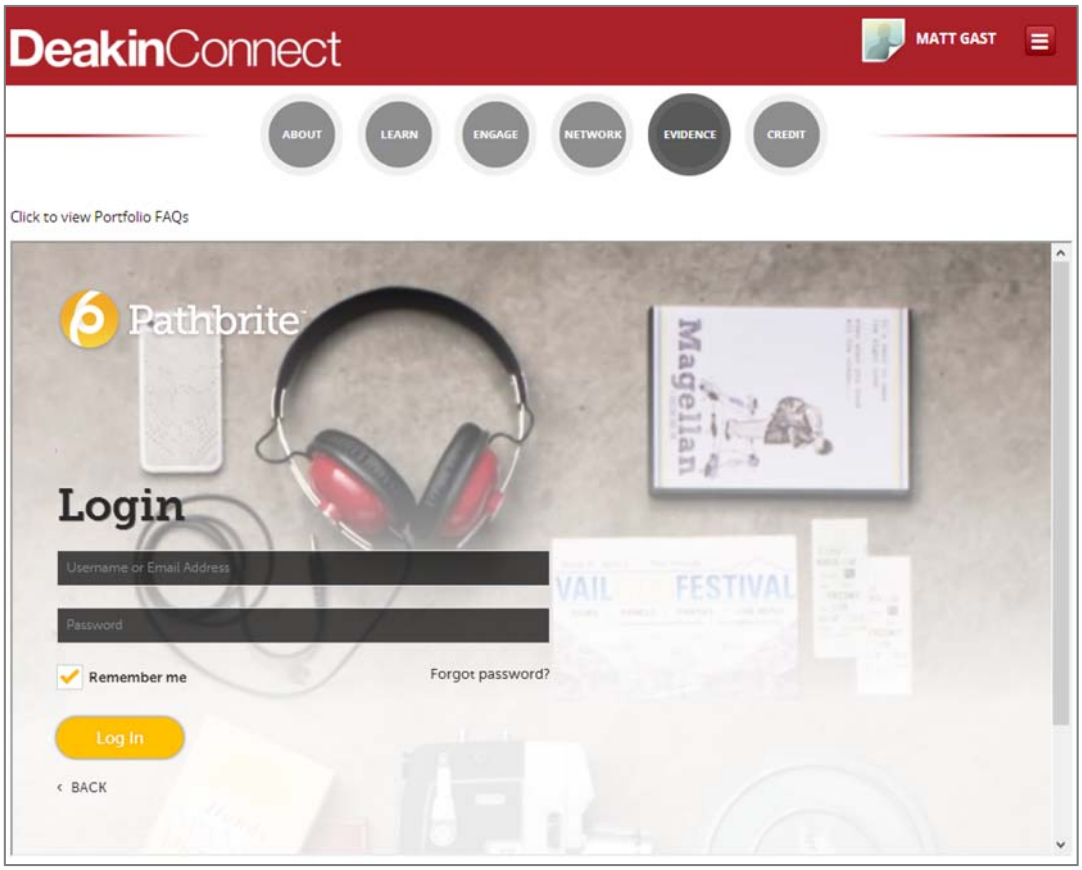

## Network

Being connected with experienced practitioners enhances learning. You will be able to network with humanitarian practitioners and peers from across the globe, share your portfolio and create lasting connections through social media such as Facebook or LinkedIn.



## Evidence

We can only be sure that learning has occurred when we see evidence, and at university level the evidence should be rich and multi-faceted. In this course, your learning evidence can be stored in your online portfolio. We invite you to create up to six of the following learning exhibits that specifically demonstrate your capabilities. You can share your exhibits in your portfolio, and give and receive peer credit and feedback.




These learning exhibits can demonstrate your achievements in:

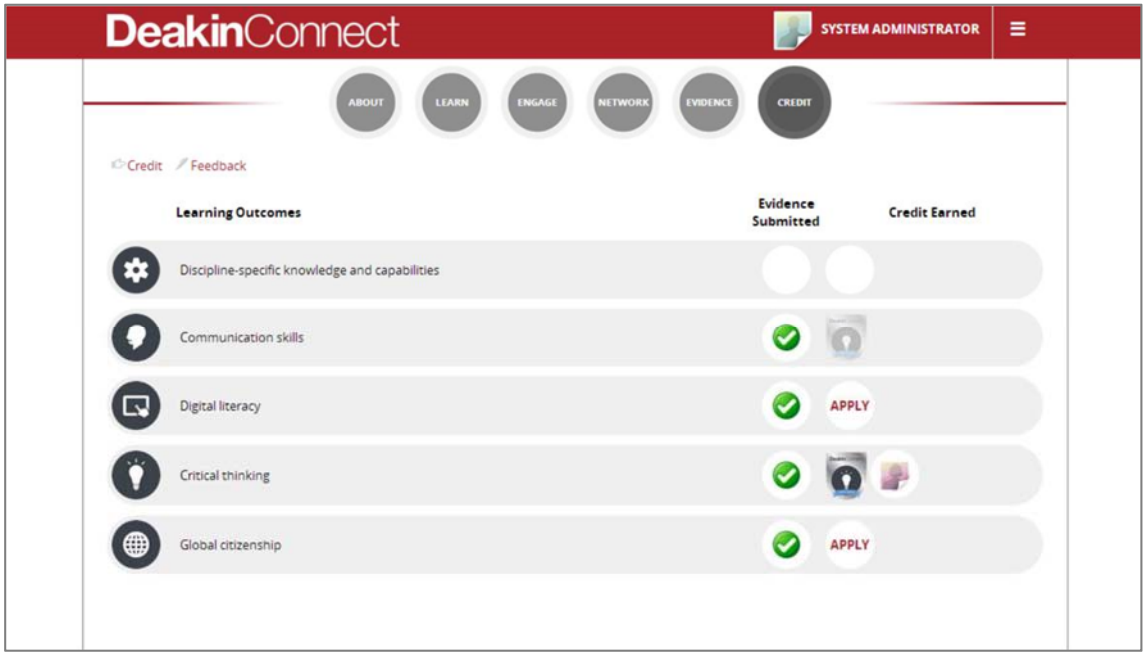
- **Discipline-specific knowledge and capabilities** - the history of the humanitarian sector; the principles and practices that inform responses to natural and human induced disasters and emergencies; key humanitarian organisations, individuals and their roles; and the complexities and ethical challenges of disaster and emergency responses.
- **Communication skills** - using oral, written and interpersonal communication to inform, motivate and effect change.
- **Critical thinking** - evaluating information using critical and analytical thinking and judgment.
- **Digital literacy** - using technologies to find, use and disseminate information.
- **Global citizenship** - engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.

| Exhibit | | Best done in or after |
|---|---|---|
| 1 | **Review:** A first scan of the field | Week 2 |
| 2 | **Analysis:** Lolesia - the key challenges | Week 3 |
| 3 | **Review:** Approaches by faith-based and secular organisations | Week 6 |
| 4 | **Review:** Key challenges in coordinating humanitarian assistance | Week 7 |
| 5 | **Reflection:** Learnings from Lolesia | Week 9 |
| 6 | **Analysis:** Building back better | Week 10 |

If you intend to apply to have your learning formally assessed for entry into and credit towards a Deakin qualification, you will be required to complete **at least two** of the learning exhibits (see Credit).

## Credit

Learning achievements are often accompanied by credit - informal credit from peers, friends, family and colleagues; and formal credit from educational institutions. In DeakinConnect, you can earn peer credit, and you can also use your learning exhibits to be formally assessed for entry into and credit towards a Deakin qualification.




**Peer credit**

When you share your learning exhibits, peers can award you credit signifying that they believe your exhibit shows your mastery of learning outcomes at or beyond agreed standards. Alternatively, peers can provide constructive feedback on how you can improve your learning exhibits to meet or exceed the standard. To apply for peer credit, you will need to complete and share at least ONE learning exhibit in DeakinConnect. When peers award you credit, you receive a DeakinConnect Peer credit badge that can be shared on Facebook or LinkedIn.


**Credit towards a Deakin University qualification**

This course is open and free. In addition, up to 100 participants will have the opportunity to apply to have their learning formally assessed (for a fee of AUD$495) for entry into and credit towards a Deakin qualification. The formal assessment process will be based on FOUR learning exhibits: two learning exhibits from DeakinConnect (as above); a formal research paper; a 20-minute interview. Those applicants whose learning evidence is assessed as meeting all the requirements will be granted one credit point of **unspecified credit** for the unit AHL701 Humanitarian Leadership when applying for entry into: Deakin University's Graduate Certificate of International and Community Development or Deakin University's Master of International and Community Development

**Additional entry requirements:**

- Graduate Certificate of International and Community Development: To be eligible for entry into this course applicants also require: a bachelor degree from an approved institution; or qualifications deemed to be equivalent; or extensive relevant work experience undertaken at a senior level as deemed appropriate by the Course Selection Team.
- Master of International and Community Development: To be eligible for entry into this course applicants also require: a bachelor degree from an approved tertiary institution; or qualifications deemed to be equivalent.

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