FACULTY OF LEARNING and
DEAKIN LEARNING FUTURES

Bachelor of Example

July 2014

COURSE EVIDENCE
PORTFOLIO

DEAKIN
UNIVERSITY AUSTRALIA
Worldly

Contents

Introducing Deakin's Course Evidence Portfolio

Introduction

Course enhancement is a major Deakin initiative to ensure our students become highly employable graduates with compelling evidence of their learning. Deakin's Course Enhancement Process, enacted in faculties and supported by University-wide support services, operates within the parameters of broad Guiding Principles.

Stage 1: Scoping

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, this Course Evidence Portfolio is compiled. It is the basis for determining areas of strength and areas for enhancement, and an agreed plan of work.

- 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**).

Stage 2: Assessment and Learning Design

The course team is supported to review the curriculum design to ensure that

- course learning outcomes and standards are aligned with Deakin's Graduate Learning Outcomes, professional accreditation requirements and standards, and relevant AQF specifications;
- the course has clearly articulated paths of outcome and attainment, with developmental scaffolding
- unit learning outcomes are aligned with course learning outcomes
- unit assessment tasks are policy compliant and aligned with unit learning outcomes
- assessment and feedback are best practice and include an appropriate mix of authentic tasks, work-integrated learning, and peer- and self-assessment, to promote evidence for employability.

Stage 3: Resourcing

Faculties are supported to implement the changes, including resources new learning models (e.g. a flipped classroom approach), new learning experiences (e.g. teaching with video conferencing), or refreshed digital learning resources (e.g. more digitally engaging learning resources).

Stage 4: Evaluating

Deakin Learning Futures works with the course team to facilitate research and evaluation of the enhancement process through scholarly publications.

Then what happens? The course enhancement process is a special initiative of *LIVE the Future*, and the process is designed to build teaching staff capacity, and to implement processes and tools that assist 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** are:

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 students to learn (Chickering and Gamson, 1987, Chalmers and Fuller 1996, Ramsden 2003, Race and 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 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:

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 this 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?

Curriculum inputs: Deakin's **curriculum effectiveness standards** are:

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
    - 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% overall satisfaction in student evaluation surveys).
- 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.

Summary of the data

This Course Evidence Portfolio is intended as a self-assessment tool. It has been generated based upon Unit Guides provided by the Faculty and is a snapshot of the course as of July 2014. It is recognised that the unit guides are undergoing a transition; consequently some may provide more detail than others.
If the course team believes there are inaccuracies in this report, contact your Faculty POD Manager to discuss.

About this course

Summary: a brief history of the course at Deakin, course industry affiliations and accreditation, the cohort (who enrols, where does the cohort generally come from (academically and geographically) and where are they likely to be headed), the competitors (who else offers this course, or is intending to offer this course), and future needs and trends in related professions and disciplines.

Part 1: In relation to the curriculum design standards

- **Compliance with the Australian Qualifications Framework (AQF):**
    - The title of the course identifies the qualification type, level and field of activity.
    - Pathways are not clear in the final documentation and more is required in finalising them. Learning outcome level, coverage outcomes and their relationship to the discipline do not clearly identify the AQF Level 7. More targeted statements are required.
    - Clarification is required with double-coded units and these more clearly articulated with the expected knowledge and skills of each level. All double-coded units should be removed.
    - The volume of learning complies with the Australian Qualifications Framework.

- **Outcomes and standards:**
    - Both the Course Learning Outcomes and Minimum Standards align with Deakin University Graduate Learning Outcomes.
    - The course does not require accreditation by an external discipline or professional body.
    - The majority of assessments have been aligned with the Graduate Outcomes.
    - All assessments evaluate at least one of the Graduate Outcomes. Graduate Outcome 6, Self-management is assessed the most with Graduate Outcome 8, Global Citizenship assessed the least. Evidence is provided for fifteen assessment pieces out of a total of 42, a proportion of 35.7%.
    - It is unclear whether evidence has been provided for six assessments. Of the total number of assessments, eleven provide 50% or greater of the assessment for that unit, a proportion of 26%. Twenty-four assessments meet or exceed the minimum standard required for the relevant Graduate Outcomes. Graduate Outcome 7, Teamwork does not have an assessment that meets the minimum standard. Thirteen assessments utilise the portfolio within its outline.
    - Sixty-five percent of unit learning outcomes are considered Moderately Challenging, 15% are Less Challenging and 20% are considered More Challenging

- **Assessment:**
    - Assessment type
        - Of the assessment types, Essays comprise 37% of all assessments. Presentation/Oral provides 22% of all assessment, Test/Exam accounts for 15% and Quiz/MCQ accounts for 12%. Both Reports and Other forms of assessment account for 7% each.
        - By weighting, Essays account for 51%, Test/Exam 19%, Reports account for 12% and Presentation/Oral account for 9%. Quiz/MCQ accounts for 7% and Other assessments account for 2% by weighting.
    - Assessment role
        - The majority of assessments are Individual comprising 79%. Sixteen percent is Individual or Group and 5% is Group alone.
        - By weighting, 92% is Individual, 7% is Individual or Group and 1% is Group.
    - Assessor
        - One hundred percent of all assessments is assessed by faculty.

- o Feedback
  - Of the 42 assessments, 31 provide feedback, one is unclear regarding feedback and the remaining ten do not provide feedback. The majority of these assessments are final exams and as such, feedback is not possible. Of all assessments that provide feedback there is evidence that 20 provide timely feedback and it is unclear whether eight assessments provide timely feedback. The remainder of assessments do not provide timely feedback.

- **Personal, engaged and relevant cloud and located learning:**

  - o Employability
    - Twenty-six assessments are not considered strong as authentic assessment, nor are they strong in a professional context. Fourteen assessments present an average level of authentic assessment and three present strongly in authentic assessment. Ten assessments are strong in a professional context, with seven considered average.
    - Of the total number of assessments, 51% do not provide evidence, 14% are unclear and 35% do enable evidence of employability
    - By weighting, 49% provide enabling evidence of employability, 41% do not and it is unclear whether 10% do or do not.

  - o Engagement
    - Both Class and Individual Study contributed 39% to the learning experience. Of the remainder, 19% were Seminars and 3% were Other forms of experience not specified.
    - Twenty-five per cent of learning resources were Website-based, 23% were Online Study Guides, 20% were Textbooks, as were eReaders, and 10% were Library. The remaining 2% were for other Readers.
    - The majority of resources were acquired, with an additional five, which were applied. Experiences were more broadly spread, incorporating sixteen acquired with ten applied and five personalised.

  - o Accessibility
    - Twenty-three of all assessments are submitted by Cloud Only, three assessments are by either Cloud and/or Located and sixteen are submitted by Located Only.
    - When considering what is undertaken in the cloud, 24 assessments are undertaken as Located Only, 18 as Web 1.0. Experiences are 17 as Located Only, 10 being Web 1.0 and three as Web 2.0. Thirty-six resources are Web 1.0, with twelve being Located Only and three are Web 2.0.

Part 2: In relation to the curriculum effectiveness standards

Student demand:

Student demand is below that of the EFTSL target.

Student success:

Retention rate falls within the university's guidelines.

Student perceptions of course quality:

The Student Evaluation of Teaching and Units (SETU) rating is lower than the university standard.

Graduate destination and perceptions of course quality:

Responses to both the Australian Graduate Survey and the Course Evaluation Questionnaire are low and this may be indicative of the overall SETU response.

Key Points

Using the evidence presented in this document, it is recommended that the Course Enhancement focus on:

Part 1: Curriculum design standards

- **Compliance with the Australian Qualifications Framework (AQF)**
    - o The recommendations regarding AQF compliance are currently being undertaken by the Faculty.
- **Outcomes and Standards**
    - o Consideration can be given to applying assessments that more readily assess the Graduate Outcomes, Teamwork and Global Citizenship.
    - o Consideration can be given to realigning the assessments to apply a spiral learning approach to unit outcomes that would become more challenging as the student progressed through the course.
- **Assessment**
    - o Revision of the assessments within the course may be warranted to reduce the number of assessments that assess 50% or more of a unit's total marks.
    - o Consideration could be given to broadening the student experience by developing assessments that would require teamwork and a more collaborative environment. This experience would then increase the amount of group work. Assessment could be undertaken as both self or peer as well as faculty to give the student a better experience of managing others as well as a clearer understanding of self-reflection.
    - o A better provision of evidence of feedback could be considered to allow students a better understanding of both availability of academic staff and the university policy.
- **Personal, engaged and relevant cloud and located learning**
    - o Consideration could be given in revising those relevant assessments in order to make them more authentic in terms of employability.
    - o Consideration could be given in broadening the provision of experiences and resources available to the student. Additionally, expansion of web applications would allow for more Web 2.0 student experiences and resources.
    - o Of the submissions, as exams/tests are reconsidered, the number of Cloud only submissions could substantially increase.

Part 2: Curriculum effectiveness standards

Student demand

Improving this may be achieved through promotion of the course through employment fairs and promoting the course's need in the field of example.

Student perceptions of course quality

Consideration needs to be given to the final year and incorporation of authentic assessment may work well in curbing this poor response.

Graduate destination and perceptions of course quality

Improvement of more authentic assessment and Work Integrated Learning should improve this overall result.

A. About this course

Introduction

A brief history of the course at Deakin, course industry affiliations and accreditation, the cohort (who enrols, where does the cohort generally come from (academically and geographically) and where are they likely to be headed), the competitors (who else offers this course, or is intending to offer this course), and the key challenges and opportunities likely to confront the discipline and/or the profession in the next decade.

Australian Qualifications Framework Compliance Table

The table below is the course report provided as part of the 2012 Faculty Audit on AQF compliance.

COURSE: A777 Bachelor of Example

Criteria	Rating	Rationale/Evidence
Title	🟢	Title clearly identifies the qualification type, level and field of study
Pathways	🟡	Not evidenced in current documentation and more to be done in finalising pathways. Summary report on all CPL credit and articulation arrangements not available for this degree. We have formal arrangements with some qualifications and are reviewing others as they become available.
Learning outcome level	🟡	There is evidence of learning outcomes appropriate at the level of the whole course, including in the areas of knowledge, skills and application of knowledge and skills, but may need refinement in descriptors at level 7 and for more targeted statements in the categories required by the AQF.
Learning outcome coverage	🟡	There is evidence of learning outcomes appropriate at the level of the whole course, including in the areas of knowledge, skills and application of knowledge and skills, but may need refinement in descriptors at level 7 and for more targeted statements in the categories required by the AQF.
Generic learning outcomes	🟡	The generic learning outcomes are evident throughout the course, and identified in the current documentation at times, but may need refinement in descriptors at level 7 and more targeted statements in the categories required by the AQF.
Relationship to discipline	🟡	The learning outcomes are currently being refined as we create discipline standards.
Coherence	🔴	The degree currently comprises a number of double-coded units (level 2 and level 3). We are currently reviewing our curriculum and assessment strategies to reflect increasing complexity of knowledge and skills, and working to remove double-coded units.
Volume of learning	🟢	24 credit points – three years full-time or equivalent (although query over the role of Trimester 3 in this alignment as can cut

Criteria	Rating	Rationale/Evidence
		the volume of learning down to two years full-time)
Masters/Doctoral Degree design	N/A	

ACTION REQUIRED

1. Finalise pathways and provide summary report on all CPL credit and articulation arrangements available for this degree.
2. Refine statements on learning outcomes appropriate at the level of the whole course at level 7 and for more targeted statements in the categories required by the AQF.
3. Refine statements on learning outcomes coverage appropriate at the level of the whole course at level 7 and for more targeted statements in the categories required by the AQF.
4. Describe generic outcomes as explicitly embedded in the qualification.
5. Complete the current work of learning outcomes statements or discipline academic standards aligned to available ALTC Threshold Learning Outcomes and other external reference points for the discipline.
6. Finalise disaggregation of double coded units, in order to demonstrate increasing complexity of knowledge and skills relies on single year level units-this in in process and further review our curriculum and assessment strategies to reflect increasing complexity of knowledge and skills.

Course information

Award title, code and abbreviation:	Bachelor of Example, A777, B. Exam.
Offering Faculty:	Faculty of Example
Course Rationale:	This course will produce graduates with skills and experience for positions in occupations as described in the Student Handbook. Graduates may find work in both the public and private sector including government agencies and state and federal authorities.
Course Requirements:	Applicants should have successfully completed VCE, or equivalent, including Units 3 and 4–a study score of at least 25 in English (ESL) or 20 in any other English. ATAR: 63.57
Student Workload Requirements:	Students are expected to attend all lectures and tutorials, discussion forums and workshops as required within the scope of the course.
Articulation Pathways:	On completion of this course you may choose to apply for an Honours degree or postgraduate study. These studies normally provide professional qualifications directed to a particular career. Students must have completed a major in the discipline or interdisciplinary area in which they wish to specialise in the honours course. Entry is based on a number of factors, including an average grade of Distinction or High Distinction in the Bachelor of Arts particularly in the discipline in which they want to study Honours and the availability of supervision.
External Advice/ Accreditation:	No external advice or accreditation is required

Course Structure

YEAR 1

Trimester	Unit Name	Unit Code	Unit status	Task 1	%	Task 2	%	Task 3	%	Task 4	%	Task 5	%	Task 6	%	Task 7	%
Y1T1	Understanding the subject	AAK110	Core	Quiz/ MCQ	10	Essay	40	Test/ Exam	40	Presentation/ Oral	10						
Y1T1	Issues and Ethics in the subject	AAK102	Core	Essay	40	Test/ Exam	50	Other	10								
Y1T2	Further to the Subject	AAK207	Core	Quiz/ MCQ	20	Quiz/ MCQ	20	Report	50	Other	10						
Y1T2	The Subject	AAK208	Core	Essay	40	Essay	60										

YEAR 2

Trimester	Unit Name	Unit Code	Unit status	Task 1	%	Task 2	%	Task 3	%	Task 4	%	Task 5	%	Task 6	%	Task 7	%
Y2T1	Designing Subject Research	AAK213	Core	Essay	50	Test/ Exam	40	Other	10								
Y2T1	The Subject Part 2	AAK218	Core	Essay	50	Test/ Exam	40	Presentation/ Oral	10								
Y2T1	More Subject Information	AAK220	Core	Essay	40	Test/ Exam	40	Presentation/ Oral	20								
Y2T2	International and comparative subjects	AAK221	Core	Essay	50	Presentation/ Oral	10	Test/ Exam	40								
Y2T2	Issues and Ethics in the Subject	AAK303	Core	Report	50	Essay	40	Presentation/ Oral	10								

YEAR 3

Trimester	Unit Name	Unit Code	Unit status	Task 1	%	Task 2	%	Task 3	%	Task 4	%	Task 5	%	Task 6	%	Task 7	%
Y3T1	Further Subject Information	AAK307	Core	Quiz/ MCQ	20	Quiz/ MCQ	20	Minor Project	50	Presentation/ Oral	10						
Y3T1	Example of Subject	AAK308	Core	Essay	40	Minor Project	60										
Y3T2	The subject and Society	AAK318	Core	Report	50	Essay	40	Presentation/ Oral	10								
Y3T2	The Subject in Life	AAK320	Core	Essay	40	Essay	40	Presentation/ Oral	20								
Y3T2	International and Comparative Subjects	AAK321	Core	Essay	50	Essay	40	Presentation/ Oral	10								

B. Course Learning Outcomes

1. How are Deakin's Graduate Outcomes aligned with regulatory, discipline or professional standards, then contextualised and embedded in this course as Course Learning Outcomes? Graduates of this course can evidence their achievement of these outcomes at the minimum standard:

Deakin Graduate Outcomes	Alignment with regulatory, discipline or professional standards	Course Learning Outcomes	Minimum standard of achievement
1 Knowledge in the discipline		Review and analyse major theories and key concepts, theories and technical knowledge relating to the subject, including the causes and consequences of the subject, ways of responding to the subject, and core debates in characteristics and issues, inclusion and exclusion, governing and governance, security.	Demonstrate a broad and coherent theoretical and technical knowledge to communicate an understanding of the main tenets of the issues and responding to the issues
2 Communication		Effectively communicate the findings and analyses of problems and knowledge in a selection of written, digital and oral formats, to a range of audiences.	Demonstrate well-developed communication skills to communicate ideas, arguments and analyses in written, digital and oral formats that meet academic standards to a diverse range of audiences.
3 Digital literacy		Employ a range of generic and specialist specific digital communication technologies to apply knowledge and conduct research and deliver reports and presentations to a diverse range of audiences within and outside the field.	Employ a range of generic and specialist digital communication technologies to locate, analyse, evaluate and disseminate information.
4 Critical thinking		Analyse and critically evaluate theoretical approaches to problems and current policies and practices of professions in the context of broad responses and an increasing responsibility for change.	Demonstrate well-developed critical thinking through analysis and evaluation of key theoretical approaches to problems and different responses to those problems.
5 Problem solving		Employ initiative and creativity in conjunction with accepted evidence-based methods to generate innovative and pragmatic approaches and solutions to complex problems in the area of local, national and international policy, and domestic and international issues.	Demonstrate an ability to identify problems using well-developed cognitive and technical skills and work through those problems in a logical and evidence-based manner.
6 Self-management		Demonstrate autonomy, responsibility, accountability and a continued commitment to learning and skill development, as a reflective practitioner, while working in the field.	Demonstrate a level of self-directed learning, self- management and reflection that has influenced the student's academic, personal and professional development.
7 Teamwork		Work and learn collaboratively with others in the field and from different disciplines and backgrounds while still maintaining responsibility for their own learning.	Demonstrate an ability to work collaboratively and constructively with others through taking responsibility and accountability for team outcomes as well as self-learning.
8 Global citizenship		Analyse and address issues in the domestic and global context as a reflective scholar and practitioner, taking into consideration cultural and socio-economic diversity, social and environmental responsibility and the application of the highest ethical standards.	Demonstrate understanding and consideration of cultural and socio-economic diversity, social and environmental responsibility and the application of the highest ethical standards to all aspects of learning and work in the field.

WHAT DOES THIS MEAN? The course team develops a set of succinct course learning outcomes derived from Deakin's new Graduate Outcomes, and incorporating or integrating any accreditation competencies and requirements. If possible, the team should also specify a minimum standard in each Outcome: for example, say what a minimum expectation is of graduates of the course in communication, critical thinking, and so on. These may be expressed in terms of the discipline of intended profession, and they should be in simple language easily understood by students, graduates, and the wider community.

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

2. Where and how often are Deakin's Graduate Outcomes assessed and

WHAT DOES THIS MEAN? Based on a reading of unit outlines and guides, all assessment tasks are rated as to whether they assess the Deakin Graduate Outcomes. In many cases, the documentation may not be explicit about the assessment of these high level outcomes. They are also rated in relation to whether the student can use the assessment artefact as part of an evidence portfolio.

HOW CAN WE IMPROVE THIS? Reconsider assessment tasks across the course as a whole to ensure that each Deakin Graduate Outcome is assessed at least once at the minimum standard. It is strongly recommended that learning opportunities and assessment related to each Deakin Graduate Learning Outcome are integrated across the whole course, that is these are developed at a foundation level early in the course, and progressively developed to more sophisticated levels in later years of study. Strongly consider building into the course ongoing use of a portfolio of evidence of learning, starting from the first unit. The portfolio can also be used to reflect on and store evidence of achievement outside formal units.

How many times is each graduate outcome assessed?

	YES	YES, MINIMUM STANDARD
GO2	20	10
GO3	15	3
GO4	24	2
GO5	15	1
GO6	25	6
GO7	4	
GO8	8	2

COMMENTS

Unit	Code	Title		Assessment tasks	%	Type	Deakin Graduate Outcomes							Evidence	Portfolio
							2	3	4	5	6	7	8		
1	AAK110	Understanding the subject	1	Online Quiz 1	10	Quiz/ MCQ	No	Yes	No	No	Yes	No	No	No	No
1	AAK110	Understanding the subject	2	Online Research and Writing Exercise	40	Essay	No	Yes	Yes	No	No	No	No	No	No
1	AAK110	Understanding the subject	3	Exam	40	Test/ Exam	No	No	No	No	No	No	No	No	No
1	AAK110	Understanding the subject	4	Participation including Tutorial presentation	10	Presentation/ Oral	Yes, minimum	No	Yes		No	No	No	No	No
2	AAK102	Issues and Ethics in the subject	1	Essay	40	Essay	Yes, minimum	No	Yes	No	Yes	No	No	No	No
2	AAK102	Issues and Ethics in the subject	2	Closed book examination	50	Test/ Exam	No	No	Yes	Yes	No	No	No	No	No
2	AAK102	Issues and Ethics in the subject	3	Class Participation	10	Other	Yes, minimum	No	Yes	Yes, minimum	Yes	No	No	No	No
3	AAK207	Further to the Subject	1	Quiz One	20	Quiz/ MCQ	No	Yes	Yes	Yes	Yes	No	No	No	No
3	AAK207	Further to the Subject	2	Quiz Two	20	Quiz/ MCQ	No	Yes	Yes	Yes	Yes	No	No	No	No
3	AAK207	Further to the Subject	3	Portfolio (Research Exercise)	50	Report	No	Yes, minimum	Yes	Yes	Yes, minimum	No	No	Yes	Yes
3	AAK207	Further to the Subject	4	Class Participation	10	Other	Yes	No	No	No	No	No	No	No	No
4	AAK208	The Subject	1	Research essay 2000 words	40	Essay	Yes	Yes	Yes	No	Yes	No	No	No	No
4	AAK208	The Subject	2	Research essay 3000 words	60	Essay	Yes	Yes	Yes	No	Yes	No	No	No	No
5	AAK213	Designing Subject Research	1	Research Proposal	50	Essay	Yes	Yes	No	No	Yes, minimum	No	No	Unclear	No
5	AAK213	Designing Subject Research	2	Exam (closed book)	40	Test/ Exam	No	No	No	Yes	No	No	No	Unclear	No
5	AAK213	Designing Subject Research	3	Class attendance and participation	10	Other	Yes	No	Yes	No	No	No	No	Unclear	No
6	AAK218	The Subject Part 2	1	Essay 2500 words	50	Essay	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes
6	AAK218	The Subject Part 2	2	Examination	40	Test/ Exam	No	No	No	Yes	No	No	No	No	No
6	AAK218	The Subject Part 2	3	Class contributions	10	Presentation/ Oral	Yes, minimum	No	Yes	No	No	No	No	No	No
7	AAK220	More Subject Information	1	Essay - 2000 words	40	Essay	Yes	Yes	Yes, minimum	No	Yes	No	No	Yes	Yes
7	AAK220	More Subject Information	2	Examination	40	Test/ Exam	No	No	No	Yes	No	No	No	No	No
7	AAK220	More Subject Information	3	Present class report	20	Presentation/ Oral	Yes, minimum	No	No	Yes	No	No	No	Unclear	Unclear

| | | | | | | | **Deakin Graduate Outcomes** | | | | | | | | |
Unit	Code	Title		Assessment tasks	%	Type	2	3	4	5	6	7	8	Evidence	Portfolio
8	AAK221	International and comparative subjects	1	Research essay	50	Essay	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
8	AAK221	International and comparative subjects	2	Class oral presentation	10	Presentation/ Oral	Yes, minimum	No	No	Yes	Yes	No	Yes	Unclear	No
8	AAK221	International and comparative subjects	3	Closed book two hour examination	40	Test/ Exam	No	No	Yes, minimum	Yes	No	No	No	No	No
9	AAK303	Issues and Ethics in the Subject	1	Report - 2,500 words	50	Report	Yes	No	Yes	No	Yes	No	No	Yes	Yes
9	AAK303	Issues and Ethics in the Subject	2	Essay - 1,500 words	40	Essay	Yes	No	Yes	No	Yes	No	No	Yes	Yes
9	AAK303	Issues and Ethics in the Subject	3	Class Participation and oral presentation	10	Presentation/ Oral	Yes	No	No	Yes	Yes	Yes	No	No	No
10	AAK307	Further Subject Information	1	Quiz One	20	Quiz/ MCQ	No	No	No	Yes	Yes	No	No	No	No
10	AAK307	Further Subject Information	2	Quiz Two	20	Quiz/ MCQ	No	No	No	Yes	Yes	No	No	No	No
10	AAK307	Further Subject Information	3	Portfolio (Research Exercise)	50	Minor Project	Yes, minimum	Yes	Yes	No	Yes, minimum	No	No	Yes	Yes
10	AAK307	Further Subject Information	4	Class oral presentation	10	Presentation/ Oral	Yes	No	Yes	No	Yes	No	No	Unclear	No
11	AAK308	Example of Subject	1	Research essay 2000 words	40	Essay	Yes	No	Yes	No	Yes	No	No	Yes	Yes
11	AAK308	Example of Subject	2	Research essay 3000 words	60	Minor Project	Yes	No	Yes	No	Yes, minimum	No	No	Yes	Yes
12	AAK318	The subject and Society	1	Essay 2500 words	50	Report	Yes, minimum	Yes	Yes	No	Yes	No	Yes, minimum	Yes	Yes
12	AAK318	The subject and Society	2	Essay 2000 words	40	Essay	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes
12	AAK318	The subject and Society	3	Class presentation	10	Presentation/ Oral	Yes	No	No	No	Yes	Yes	Yes	No	No
13	AAK320	The Subject in Life	1	Essay - 2,000 words	40	Essay	Yes	Yes	No	No	Yes, minimum	No	Yes	Yes	Yes
13	AAK320	The Subject in Life	2	Essay - 2000 words	40	Essay	Yes	Yes	No	No	Yes, minimum	No	Yes	Yes	Yes
13	AAK320	The Subject in Life	3	Class presentation	20	Presentation/ Oral	Yes	No	No	No	Yes	Yes	No	No	No
14	AAK321	International and Comparative Subjects	1	Research essay - 2,000 words	50	Essay	Yes, minimum	Yes, minimum	Yes	No	Yes	No	Yes	Yes	Unclear
14	AAK321	International and Comparative Subjects	2	Research essay - 1,500 words	40	Essay	Yes, minimum	Yes, minimum	Yes	No	Yes	No	Yes, minimum	Yes	Yes
14	AAK321	International and Comparative Subjects	3	Class presentation	10	Presentation/ Oral	Yes	No	No	Yes	Yes	Yes	Yes	No	No

3. How challenging are the unit learning outcomes and are they all assessed?

WHAT DOES THIS MEAN? Based on a reading of unit outlines and guides, unit outcomes are rated according to whether the main verb requires the students to complete a less challenging task (describing, understanding"), a moderately challenging task (applying, analysing"), or a more challenging task (evaluating, synthesising or creating") according to a modified Blooms taxonomy (Bloom, B. S. (Ed."). (1956"). Taxonomy of educational objectives: The classification of educational goals. Book 1: Cognitive domain. London, Longman.
Krathwohl, D. R. (2002"). A revision of Bloom's taxonomy: An overview. Theory into Practice, 41(Autumn"), 212–218.")

HOW CAN WE IMPROVE THIS? Often, the unit requires students to engage in more challenging tasks, but this is not accurately reflected in the language used in the unit outline.

What is the overall level of challenge of the unit learning outcomes?

Less challenging 15%

More challenging 20%

Moderately Challenging 65%
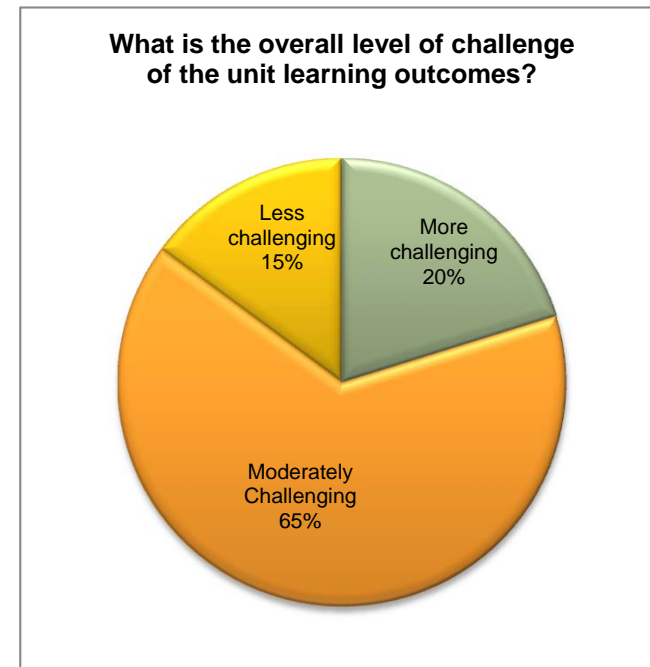
COMMENTS

		Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
1		AAK110	**Understanding the subject**	1	UG			
			Understand the roles, functions and relationships associated with the major participantsin the system.			1, 2	YES	Less challenging
			Develop an understanding of the key issues that impede the achievability of completion within the system.			1, 2, 3	YES	Moderately challenging
			Understand various dilemmas associated with the need to be an example			2, 3, 4	YES	Less challenging
			Develop the regarding the use of examples.			1, 3, 4	YES	Moderately challenging
			Develop library and database research skills through the assessment tasks and associated instructional material.			1, 2	YES	Moderately challenging
			Develop basic presentation and teamwork skills in the preparation and delivery of an oral presentation either on-campus or online.			1, 4	YES	Moderately challenging
			Develop planning and time management skills through continuing self-assessment over the course of the trimester.			1, 2, 3	YES	Moderately challenging
			Develop information technology literacy through the use of DSO and introductory web and database research.			2, 3	YES	Moderately challenging
2		AAK102	**Issues and Ethics in the subject**	1	UG			
			Understand and apply the various features of ethical thinking to a range of problems regarding the ethics of examples			1, 2	YES	Moderately challenging
			Interpret a range of ethically difficult case studies from a variety of perspectives			2, 3	YES	More challenging
			Distinguish between various mechanisms aimed at encouraging proper ethical conduct			1, 3	YES	Moderately challenging
			Consider a range of ethical problems in the context of recent discussions related to ethics in examples			1	YES	Moderately challenging
			Understand the relevance of critical and ethical thinking when interpreting representations of different examples			3	YES	Less challenging
			Understand and critically evaluate the measures designed to promote greater awarenessof different examples across Australia			2, 3	YES	More challenging
			Undertake independent research on how to identify and respond to ethical problems using different philosophical sources			1, 2, 3	YES	Moderately challenging

	Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
3	AAK207	Further to the Subject	1	UG			
		Understand and be able to critically evaluate the various definitions of how much further the subject should be presented			1, 2	YES	More challenging
		Understand the various forms of examples and types and the possible relationships between them;			1, 2, 3	YES	Moderately challenging
		Demonstrate a detailed knowledge of various and often conflicting types of examples and how these different views impact on the way examples are understood and determined			3, 4	YES	Moderately challenging
		Understand the different aspects of examples, both in the domestic sphere and internationally			1, 2, 3, 4	YES	Less challenging
		Demonstrate a detailed knowledge of the role of example as a method to prevent other examples of subjects becoming prominent over less potential			4	YES	Moderately challenging
		Understand and be able to critically analyse the concept and the technique of examples within a given subject			2, 3, 4	YES	Moderately challenging
		Understand and be able to critically analyse the concept of example in relation to other examples and the inherent risk of assembling too many subjects			1, 2	YES	Moderately challenging
		Demonstrate a detailed knowledge of the nature of example in a time of example misunderstanding and the problems and prospects associated with the development of different examples			1, 2, 3, 4	YES	Moderately challenging
4	AAK208	The Subject	1	UG			
		Understand and critically analyse key theories in the subject			1, 2	YES	Moderately challenging
		Independently research contemporary issues relevant to various subject issues and incorporate this material into a critical discussion of key theoretical debates through essay writing on chosen topics			1, 2	YES	Moderately challenging
		Understand the relationship between the subject, other subjects and the problems inherent in them, in their administration and subsequent research			1, 2	YES	Less challenging
		Critically reflect on current research material, synthesise major arguments in subjective debates and structure a logical and coherent argument supported by current research			2	YES	More challenging

	Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
5	AAK213	**Designing Subject Research**	1	UG			
		Identify the strengths and weaknesses of the various subject research methods			1, 2, 3	YES	Less challenging
		Develop research questions that guide research programs			2, 3	YES	More challenging
		Apply particular methods to subject-specific research problems, gather, retrieve and operate on research and textual information			1, 3	YES	Moderately challenging
		Understand the vital role that research plays in the discipline of subject			2	YES	Less challenging
6	AAK218	**The Subject Part 2**	1	UG			
		Engage in independent research and the critical analysis of specific texts within the subject's context			1, 2	YES	Moderately challenging
		Comprehend and actively engage in debates associated with contemporary subject issues			1, 2	YES	Moderately challenging
		Present ideas and interpretations of contemporary research in a clear, logical manner			2, 3	YES	More challenging
		Engage with on-line and multi-media formats to foster a critical understanding of the Unit material and its relevance to the subject in Australia and internationally.			3	YES	Moderately challenging
7	AAK220	**More Subject Information**	1	UG			
		Demonstrate an understanding of the historical, contemporary and comparative dimensions to subject information			1, 2	YES	Moderately challenging
		Understand and be able to apply various techniques of subject information usage within a social context			3	YES	Moderately challenging
		Identify, understand and discuss the initiatives shaping policies seeking to address (or failing to do so) subject information			1, 2, 3	YES	Moderately challenging
		Be able to critically evaluate the content and outcomes of such initiatives			1, 2, 3	YES	More challenging
		Demonstrate an ability for critical thinking, analysis and problem solving			3	YES	Moderately challenging
		Demonstrate organisational and personal skills management			3	YES	Moderately challenging
		Demonstrate an understanding of ethics, social responsibility and cultural sensitivity			2, 3	YES	Moderately challenging

	Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
		Demonstrate an understanding of the core unit material and key concepts raised in the unit			1, 2	YES	Moderately challenging
		Provide stimulus to reading beyond the set texts			1, 2	YES	Less challenging
8	AAK221	**International and comparative subjects**	**1**	**UG**			
		Identify the roles, functions, relationships and tensions associated with the major institutions of criminal justice in the common law, civil law, socialist and secular legal traditions			1, 3	YES	Less challenging
		Identify and critically assess the benefits and problems associated with cross cultural and international criminological research, philosophy and practice			2	YES	More challenging
		Understand the differing roles of law, policy and institutional custom which either facilitate or compromise the ideals of a fair trial in overseas jurisdictions and at international level			1, 2, 3	YES	Less challenging
		Develop your intellectual curiosity in the fields of comparative criminal justice, criminology, law enforcement and punishment			3	YES	Moderately challenging
		Identify and access a range of materials on contentious issues or rules of law and procedure relating to the institutions we examine in this Unit			1, 3	YES	Moderately challenging
		Apply your knowledge of the various philosophies, institutions and practices to your existing understanding of the mechanics of Australian criminal justice			1, 3	YES	Moderately challenging
		Understand and access the various facilities available within the University community that can assist in learning more about comparative criminal justice institutions and criminology more generally			1, 2, 3	YES	Moderately challenging
		Develop planning and time management skills through continuous off-campus assessment			2	YES	Moderately challenging
		Develop information technology literacy through the use of DSO, eLive (optional) and introductory web and database research			1	YES	Moderately challenging
9	AAK303	**Issues and Ethics in the Subject**	**1**	**UG**			
		Understand and apply the various features of utilitarian and ethical formalist thinking to a range of problems influencing issues in the subject			1, 2	YES	Moderately challenging

	Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
		Interpret a range of ethically problematic case studies from a variety of perspectives			1, 2	YES	More challenging
		Distinguish between all contemporary mechanisms aimed at encouraging good ethical conduct			1, 2	YES	Moderately challenging
		Contextualise a range of ethical problems in the context of recent reforms to subject theory in contemporary Australia			1, 2, 3	YES	Moderately challenging
		Understand the relevance of critical and ethical thinking when interpreting media depictions of contemporary subject controversies			1, 2, 3	YES	Less challenging
		Understand and critically evaluate the institutional measures designed to promote greater accountabilitywithin subject parameters			1, 2	YES	More challenging
		Undertake independent research on how to identify and respond to ethically problematic issues using contemporary crisubject sources			1, 2	YES	Moderately challenging
10	AAK307	**Further Subject Information**	1	UG			
		Understand and be able to critically evaluate the various definitions of further subjects			1, 2, 3, 4	YES	More challenging
		Understand the various forms of subjects and additional subjects and the possible relationships between them			1, 2, 3, 4	YES	Moderately challenging
		Demonstrate a detailed knowledge of various and often conflicting meanings of subjects and how these different views impact on the way a subject is understood and pursued			4	YES	Moderately challenging
		Understand the subjects and additional subjects and arrangements in Australia and internationally			1, 2, 3	YES	Less challenging
		Demonstrate a detailed knowledge of the role of subjects as a means to provide information and the important debates around subjects and other subjects			1, 2, 3	YES	Moderately challenging
		Understand and be able to critically analyse the concept of risky behaviour and the techniques and implications of risk-based approaches when considering subject information			1, 2, 3	YES	Moderately challenging
		Understand and be able to critically analyse the concept of subject in relation to news agencies and the inherent limits of conscientiousness			1, 2, 3	YES	Moderately challenging

	Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
		Demonstrate a detailed knowledge of the nature of subject information in a given transcendental moment and the problems and prospects associated with the achievement of oneness			1, 2, 3	YES	Moderately challenging
11	AAK308	**Example of Subject**	**1**	**UG**			
		Understand and critically analyse key theories in examples			1, 2	YES	Moderately challenging
		Independently research contemporary issues relevant to various example issues and incorporate this material into a critical discussion of key theoretical debates through essay writing on chosen topics			1, 2	YES	More challenging
		Understand the relationship between examples theory and the politics of contemporary and differing examples in administration and research			1, 2	YES	Moderately challenging
		Critically reflect on current research material, synthesise major arguments in example debates and structure a logical and coherent argument supported by current research			1, 2	YES	More challenging
12	AAK318	**The subject and Society**	**1**	**UG**			
		Engage in independent research and the critical analysis of specific texts			1, 2	YES	Moderately challenging
		Comprehend and actively engage in debates associated with contemporary subjects			1, 2	YES	More challenging
		Present ideas and interpretations of contemporary research in a clear, logical manner			3	YES	More challenging
		Engage with on-line and multi-media formats to foster a critical understanding of the Unit material, subjects and society in Australia and internationally			1, 2	YES	Moderately challenging
13	AAK320	**The Subject in Life**	**1**	**UG**			
		Demonstrate an understanding of the historical, contemporary and comparative dimensions to subject in life			1, 2, 3	YES	Moderately challenging
		Understand and be able to apply various techniques of 'environmental' and 'social' subjects in life			1, 2	YES	Moderately challenging
		Identify, understand and discuss the initiatives shaping policies seeking to address (or failing to do so) subjects in life			1, 2	YES	Moderately challenging

		Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
			Be able to critically evaluate the content and outcomes of such initiatives			1, 2	YES	More challenging
			Demonstrate an ability for critical thinking, analysis and problem solving			1, 2	YES	More challenging
			Demonstrate organisational and personal skills management			1, 2	YES	Moderately challenging
			Demonstrate an understanding of ethics, social responsibility and cultural sensitivity			1, 2	YES	Moderately challenging
			Demonstrate an understanding of the core unit material and key concepts raised in the unit			1, 2, 3	YES	Moderately challenging
			Provide stimulus to reading beyond the set texts			1, 2	YES	More challenging
14	AAK321		**International and Comparative Subjects**	1	UG			
			Identify the roles, functions, relationships and tensions associated with the major subjects within an international context			1, 2	YES	Less challenging
			Identify and critically assess the benefits and problems associated with cross cultural and international subject incentives research, philosophy and practice			1, 2	YES	More challenging
			Understand the differing roles of subjects and institutional custom which either facilitate or compromise the subjects in overseas territories and at international level			1, 2, 3	YES	Less challenging
			Develop your intellectual curiosity in the fields of subject differentiation and meditation, self realisation, achievement of self awareness in robots and central inner peace			1	YES	Moderately challenging
			Identify and access a range of materials on contentious issues problems relating to the temples we examine in this Unit			2	YES	Moderately challenging
			Apply your knowledge of the various philosophies, institutions and practices to your existing understanding of the ability to effectively reach fulfilment in Australia			1, 2, 3	YES	Moderately challenging
			Understand and access the various facilities available within the University community that can assist in learning more about self realisation and attainment of oneness more generally			1, 2	YES	Moderately challenging
			Develop planning and time management skills through continuous off-campus assessment			1, 2	YES	Moderately challenging

	Code	Name	Credits	Course Level	Assessed in task	Assessed?	Level of challenge
		Develop information technology literacy through the use of DSO, eLive (optional) and introductory web and database research			1, 2	YES	Moderately challenging

REFLECTIONS BY THE COURSE TEAM:

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

C. Assessment

4. Is there a variety of appropriate assessment types?

WHAT DOES THIS MEAN? Based on a reading of unit outlines and guides, all assessment tasks are rated according to the main types. The two pie charts show an overview of the course view: the second shows how much weighting is assigned overall to the main types. The table below shows all tasks, their types and the marks available. High stakes assessment (worth more than 50%") is highlighted in red.

HOW CAN WE IMPROVE THIS? Consider whether the variety is appropriate, and what new types of assessment might add interest, be more appropriate. Look for patterns of high stakes assessment, as these will drive student behaviour.

Assessment type (% total no. of assessment items)

- Test/ Exam 15%
- Presentation/ Oral 22%
- Essay 37%
- Report 7%
- Quiz/ MCQ 12%
- Other 7%

Assessment type: Weighted

- Other 2%
- Quiz/ MCQ 7%
- Report 12%
- Test/ Exam 19%
- Presentation/ Oral 9%
- Essay 51%

Unit	Code	Name	Credits	MARKS	Course Level	TASK1 TYPE	%	TASK2 TYPE	%	TASK3 TYPE	%	TASK4 TYPE	%	TASK5 TYPE	%	TASK6 TYPE	%	TASK7 TYPE	%
1	AAK110	Understanding the subject	1.0	100	UG	Quiz/ MCQ	10	Essay	40	Test/ Exam	40	Presentation / Oral	10						
2	AAK102	Issues and Ethics in the subject	1.0	100	UG	Essay	40	Test/ Exam	50	Other	10								
3	AAK207	Further to the Subject	1.0	100	UG	Quiz/ MCQ	20	Quiz/ MCQ	20	Report	50	Other	10						
4	AAK208	The Subject	1.0	100	UG	Essay	40	Essay	60										
5	AAK213	Designing Subject Research	1.0	100	UG	Essay	50	Test/ Exam	40	Other	10								
6	AAK218	The Subject Part 2	1.0	100	UG	Essay	50	Test/ Exam	40	Presentation / Oral	10								

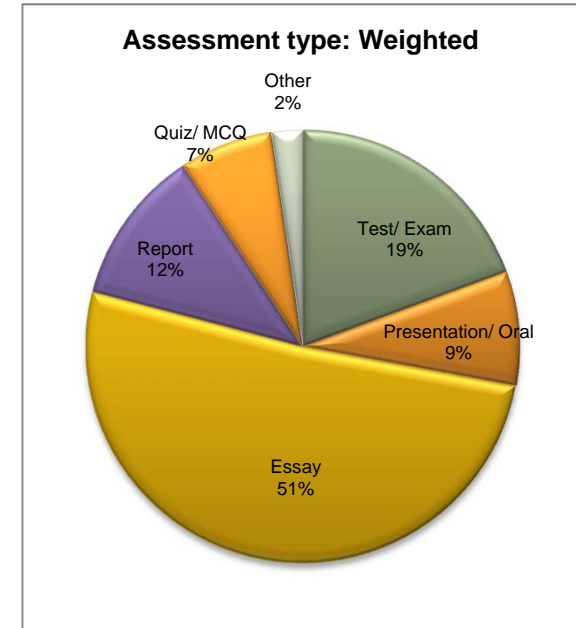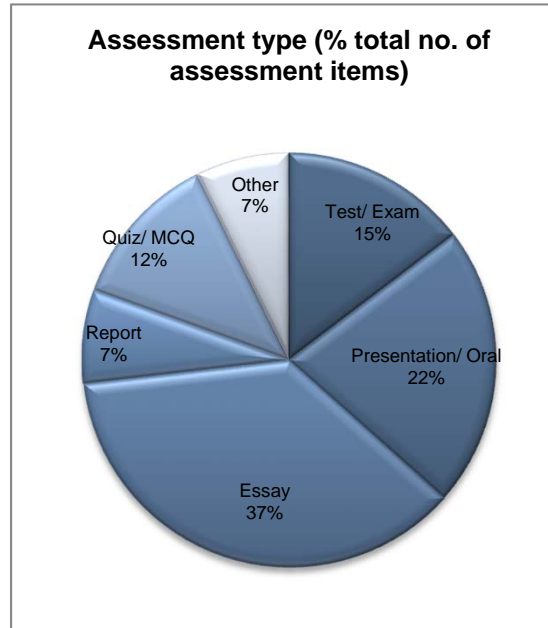| Unit	Code	Name	Credits	MARKS	Course Level	TASK1 TYPE	%	TASK2 TYPE	%	TASK3 TYPE	%	TASK4 TYPE	%	TASK5 TYPE	%	TASK6 TYPE	%	TASK7 TYPE	%
7	AAK220	More Subject Information	1.0	100	UG	Essay	40	Test/ Exam	40	Presentation / Oral	20								
8	AAK221	International and comparative subjects	1.0	100	UG	Essay	50	Presentation / Oral	10	Test/ Exam	40								
9	AAK303	Issues and Ethics in the Subject	1.0	100	UG	Report	50	Essay	40	Presentation / Oral	10								
10	AAK307	Further Subject Information	1.0	100	UG	Quiz/ MCQ	20	Quiz/ MCQ	20	Minor Project	50	Presentation / Oral	10						
11	AAK308	Example of Subject	1.0	100	UG	Essay	40	Minor Project	60										
12	AAK318	The subject and Society	1.0	100	UG	Report	50	Essay	40	Presentation / Oral	10								
13	AAK320	The Subject in Life	1.0	100	UG	Essay	40	Essay	40	Presentation / Oral	20								
14	AAK321	International and Comparative Subjects	1.0	100	UG	Essay	50	Essay	40	Presentation / Oral	10								
			14.0	1400															

REFLECTIONS AND COMMENTS BY THE COURSE TEAM:

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

5. What is the balance between individual and group assessment?

WHAT DOES THIS MEAN? Based on a reading of unit outlines and guides, all assessment tasks are rated according to whether students are required to work alone or in groups, or whether they have a choice. The two pie charts show an overview of the course view: the second shows how much weighting is assigned overall to the main types of assessment across the whole course. The table below shows all tasks, the role of the students and the marks available. High stakes assessment (worth more than 50%") is highlighted in red.
HOW CAN WE IMPROVE THIS? Consider whether there is too little or too much group work. Much group work is highly contentious, and it should not be assumed students automatically learn team work in group assessments. Consider where there is group work whether assessment relates to the final product or the teamwork process or both.

Assessment: individual vs group (% total number of assessment items)

Group 5%

Individual or group 16%

Individual 79%

Assessment: individual vs group (weighted)

Individual or group 7%

Group 1%

Individual 92%

COMMENTS

Unit	Code	Name	Credits	MARKS	Course Level	TASK1 ROLE	TASK1 %	TASK2 ROLE	TASK2 %	TASK3 ROLE	TASK3 %	TASK4 ROLE	TASK4 %	TASK5 ROLE	TASK5 %	TASK6 ROLE	TASK6 %	TASK7 ROLE	TASK7 %
1	AAK110	Understanding the subject	1.0	100	UG	Individual		Individual	40	Individual	40	Group	10						
2	AAK102	Issues and Ethics in the subject	1.0	100	UG	Individual	40	Individual	50	Individual or Group	10								
3	AAK207	Further to the Subject	1.0	100	UG	Individual	20	Individual	20	Individual	50	Individual	10						
4	AAK208	The Subject	1.0	100	UG	Individual	40	Individual	60										
5	AAK213	Designing Subject Research	1.0	100	UG	Individual	50	Individual	40	Individual or Group	10								
6	AAK218	The Subject Part 2	1.0	100	UG	Individual	50	Individual	40	Individual	10								
7	AAK220	More Subject Information	1.0	100	UG	Individual	40	Individual	40	Individual or Group	20								
8	AAK221	International and comparative subjects	1.0	100	UG	Individual	50	Individual or Group	10	Individual	40								
9	AAK303	Issues and Ethics in the Subject	1.0	100	UG	Individual	50	Individual	40	Individual or Group	10								
10	AAK307	Further Subject Information	1.0	100	UG	Individual	20	Individual	20	Individual	50	Individual	10						
11	AAK308	Example of Subject	1.0	100	UG	Individual	40	Individual	60										
12	AAK318	The subject and Society	1.0	100	UG	Individual	50	Individual	40	Individual or Group	10								
13	AAK320	The Subject in Life	1.0	100	UG	Individual	40	Individual	40	Individual or Group	20								
14	AAK321	International and Comparative Subjects	1.0	100	UG	Individual	50	Individual	40	Group	10								
			14.0	1400															

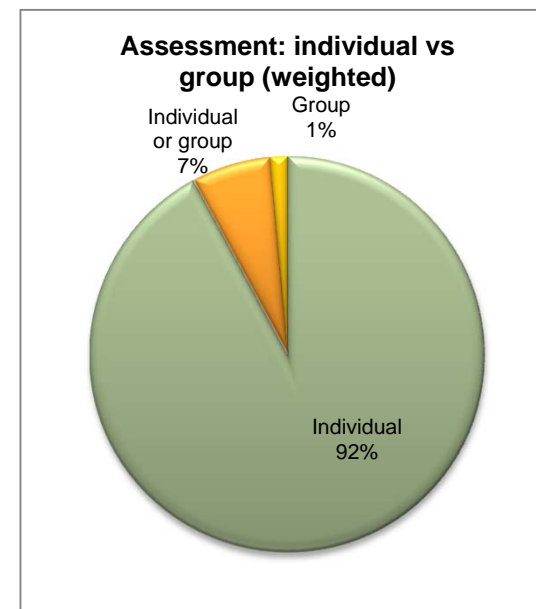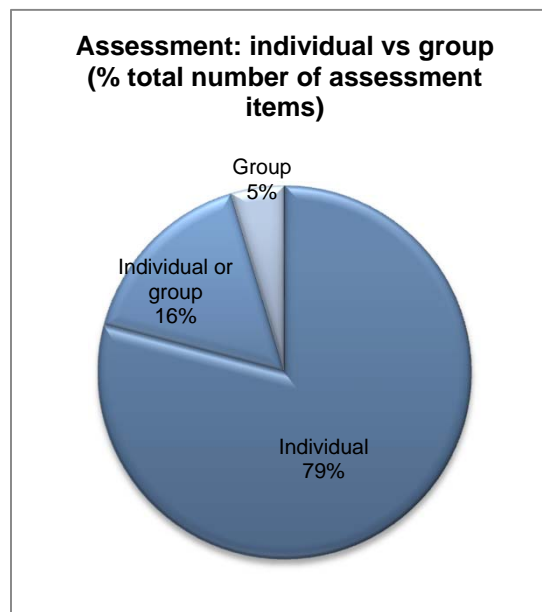*REFLECTIONS BY THE COURSE TEAM:*

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

6. What is the balance between assessment by the faculty, industry, self and peer?

WHAT DOES THIS MEAN? Based on a reading of unit outlines and guides, all assessment tasks are rated according who does the assessing. The two pie charts show an overview of the course view: the second shows how much weighting is assigned overall to each assessor. The table below shows all assessment tasks, the role of the students and the marks available for each unit of study. High stakes assessment (worth more than 50%") is highlighted in red.
HOW CAN WE IMPROVE THIS? Consider whether there is too little or too much self and peer assessment, and whether industry assessors might be encouraged to assess students. The analysis here does not capture the industry experience of faculty staff.

Assessor (% total no. of assessments)

Faculty
100%

Assessor: Weight of tasks

Faculty
100%

COMMENTS

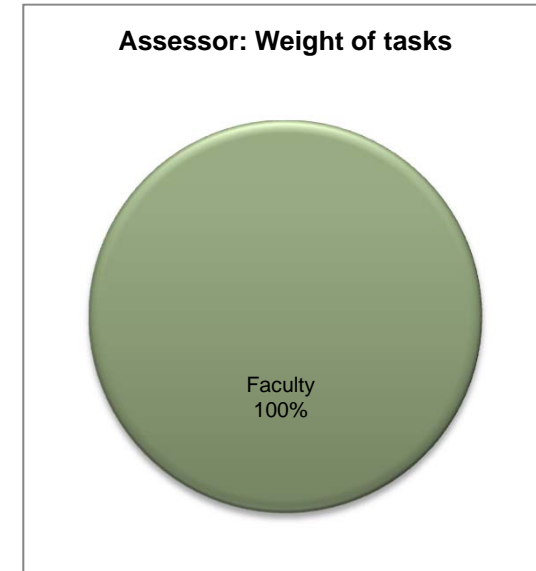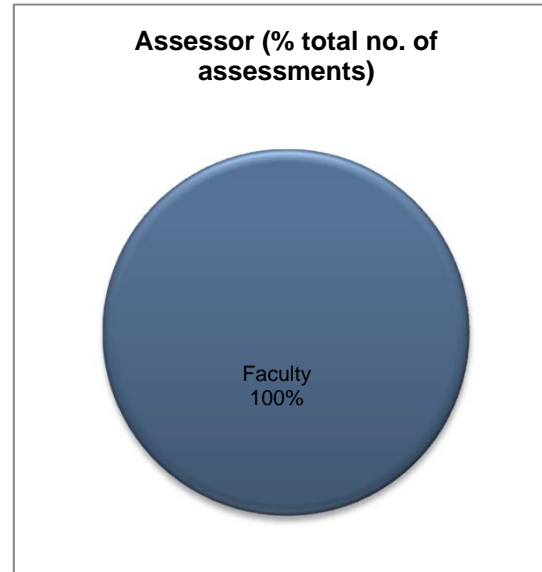| Unit	Code	Name	Credits	Course Level	TASK1 ASSESSOR	%	TASK2 ASSESSOR	%	TASK3 ASSESSOR	%	TASK4 ASSESSOR	%	TASK5 ASSESSOR	%	TASK6 ASSESSOR	%	TASK7 ASSESSOR	%
1	AAK110	Understanding the subject	1.0	UG	Faculty	10	Faculty	40	Faculty	40	Faculty	10						
2	AAK102	Issues and Ethics in the subject	1.0	UG	Faculty	40	Faculty	50	Faculty	10								
3	AAK207	Further to the Subject	1.0	UG	Faculty	20	Faculty	20	Faculty	50	Faculty	10						
4	AAK208	The Subject	1.0	UG	Faculty	40	Faculty	60										
5	AAK213	Designing Subject Research	1.0	UG	Faculty	50	Faculty	40	Faculty	10								
6	AAK218	The Subject Part 2	1.0	UG	Faculty	50	Faculty	40	Faculty	10								
7	AAK220	More Subject Information	1.0	UG	Faculty	40	Faculty	40	Faculty	20								
8	AAK221	International and comparative subjects	1.0	UG	Faculty	50	Faculty	10	Faculty	40								
9	AAK303	Issues and Ethics in the Subject	1.0	UG	Faculty	50	Faculty	40	Faculty	10								
10	AAK307	Further Subject Information	1.0	UG	Faculty	20	Faculty	20	Faculty	50	Faculty	10						
11	AAK308	Example of Subject	1.0	UG	Faculty	40	Faculty	60										
12	AAK318	The subject and Society	1.0	UG	Faculty	50	Faculty	40	Faculty	10								
13	AAK320	The Subject in Life	1.0	UG	Faculty	40	Faculty	40	Faculty	20								
14	AAK321	International and Comparative Subjects	1.0	UG	Faculty	50	Faculty	40	Faculty	10								
			14.0															

REFLECTIONS BY THE COURSE TEAM:

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

7. Is feedback provided in time to assist students to improve in the next assessment, and does feedback include advice on how to improve?

WHAT DOES THIS MEAN? The table attempts to show whether students receive timely feedback, including formative feedback, and whether assessment tasks build on each other so that students have the opportunity to improve.

HOW CAN WE IMPROVE THIS? It is highly recommended that students receive feedback on a first assessment task within the first few weeks of the study period, and that the feedback is formative as well as summative, providing students with an opportunity to improve in that unit of study.

Unit	Code	Title		Task	Week Due	%	Type	ROLE		FEEDBACK	
								Student	Assessor	Feedback	Timely
1	AAK110	Understanding the subject	1	Online Quiz 1		10	Quiz/ MCQ	Individual	Faculty	No	No
1	AAK110	Understanding the subject	2	Online Research and Writing Exercise		40	Essay	Individual	Faculty	Yes	Yes
1	AAK110	Understanding the subject	3	Exam		40	Test/ Exam	Individual	Faculty	No	No
1	AAK110	Understanding the subject	4	Participation including Tutorial presentation		10	Presentation/ Oral	Group	Faculty	Yes	Yes
2	AAK102	Issues and Ethics in the subject	1	Essay		40	Essay	Individual	Faculty	Yes	Unclear
2	AAK102	Issues and Ethics in the subject	2	Closed book examination		50	Test/ Exam	Individual	Faculty	No	No
2	AAK102	Issues and Ethics in the subject	3	Class Participation		10	Other	Individual or Group	Faculty	Yes	Yes
3	AAK207	Further to the Subject	1	Quiz One		20	Quiz/ MCQ	Individual	Faculty	No	No
3	AAK207	Further to the Subject	2	Quiz Two		20	Quiz/ MCQ	Individual	Faculty	No	No
3	AAK207	Further to the Subject	3	Portfolio (Research Exercise)		50	Report	Individual	Faculty	Yes	Unclear
3	AAK207	Further to the Subject	4	Class Participation		10	Other	Individual	Faculty	Yes	Yes
4	AAK208	The Subject	1	Research essay 2000 words		40	Essay	Individual	Faculty	Yes	Unclear
4	AAK208	The Subject	2	Research essay 3000 words		60	Essay	Individual	Faculty	Yes	Unclear
5	AAK213	Designing Subject Research	1	Research Proposal		50	Essay	Individual	Faculty	Yes	Yes
5	AAK213	Designing Subject Research	2	Exam (closed book)		40	Test/ Exam	Individual	Faculty	No	No
5	AAK213	Designing Subject Research	3	Class attendance and participation		10	Other	Individual or Group	Faculty	Yes	Unclear

Unit	Code	Title		Task	Week Due	%	Type	ROLE		FEEDBACK	
								Student	Assessor	Feedback	Timely
6	AAK218	The Subject Part 2	1	Essay 2500 words		50	**Essay**	**Individual**	**Faculty**	Yes	Yes
6	AAK218	The Subject Part 2	2	Examination		40	**Test/ Exam**	**Individual**	**Faculty**	No	No
6	AAK218	The Subject Part 2	3	Class contributions		10	**Presentation/ Oral**	**Individual**	**Faculty**	Unclear	Unclear
7	AAK220	More Subject Information	1	Essay - 2000 words		40	**Essay**	**Individual**	**Faculty**	Yes	Unclear
7	AAK220	More Subject Information	2	Examination		40	**Test/ Exam**	**Individual**	**Faculty**	No	No
7	AAK220	More Subject Information	3	Present class report		20	**Presentation/ Oral**	**Individual or Group**	**Faculty**	Yes	Yes
8	AAK221	International and comparative subjects	1	Research essay		50	**Essay**	**Individual**	**Faculty**	Yes	Yes
8	AAK221	International and comparative subjects	2	Class oral presentation		10	**Presentation/ Oral**	**Individual or Group**	**Faculty**	Yes	Yes
8	AAK221	International and comparative subjects	3	Closed book two hour examination		40	**Test/ Exam**	**Individual**	**Faculty**	No	No
9	AAK303	Issues and Ethics in the Subject	1	Report - 2,500 words		50	**Report**	**Individual**	**Faculty**	Yes	Yes
9	AAK303	Issues and Ethics in the Subject	2	Essay - 1,500 words		40	**Essay**	**Individual**	**Faculty**	Yes	Yes
9	AAK303	Issues and Ethics in the Subject	3	Class Participation and oral presentation		10	**Presentation/ Oral**	**Individual or Group**	**Faculty**	Yes	Yes
10	AAK307	Further Subject Information	1	Quiz One		20	**Quiz/ MCQ**	**Individual**	**Faculty**	No	No
10	AAK307	Further Subject Information	2	Quiz Two		20	**Quiz/ MCQ**	**Individual**	**Faculty**	No	No
10	AAK307	Further Subject Information	3	Portfolio (Research Exercise)		50	**Minor Project**	**Individual**	**Faculty**	Yes	Unclear
10	AAK307	Further Subject Information	4	Class oral presentation		10	**Presentation/ Oral**	**Individual**	**Faculty**	Yes	Yes
11	AAK308	Example of Subject	1	Research essay 2000 words		40	**Essay**	**Individual**	**Faculty**	Yes	Yes
11	AAK308	Example of Subject	2	Research essay 3000 words		60	**Minor Project**	**Individual**	**Faculty**	Yes	Yes
12	AAK318	The subject and Society	1	Essay 2500 words		50	**Report**	**Individual**	**Faculty**	Yes	Yes
12	AAK318	The subject and Society	2	Essay 2000 words		40	**Essay**	**Individual**	**Faculty**	Yes	Yes
12	AAK318	The subject and Society	3	Class presentation		10	**Presentation/ Oral**	**Individual or Group**	**Faculty**	Yes	Yes
13	AAK320	The Subject in Life	1	Essay - 2,000 words		40	**Essay**	**Individual**	**Faculty**	Yes	Yes
13	AAK320	The Subject in Life	2	Essay - 2000 words		40	**Essay**	**Individual**	**Faculty**	Yes	Yes

Unit	Code	Title		Task	Week Due	%	Type	ROLE		FEEDBACK	
								Student	Assessor	Feedback	Timely
13	AAK320	The Subject in Life	3	Class presentation		20	**Presentation/ Oral**	**Individual or Group**	**Faculty**	Yes	Yes
14	AAK321	International and Comparative Subjects	1	Research essay - 2,000 words		50	**Essay**	**Individual**	**Faculty**	Yes	Unclear
14	AAK321	International and Comparative Subjects	2	Research essay - 1,500 words		40	**Essay**	**Individual**	**Faculty**	Yes	Unclear
14	AAK321	International and Comparative Subjects	3	Class presentation		10	**Presentation/ Oral**	**Group**	**Faculty**	Yes	Yes

REFLECTIONS BY THE COURSE TEAM:

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

8. How closely do assessment tasks resemble the sort of work the graduate will be doing in an intended professional field? How much assessment takes place in industry and professional settings?

WHAT DOES THIS MEAN? The diagram attempts to show all assessment tasks plotted against two key aspects of work-integrated-learning:
(1") authentic assessment tasks requiring students to work on ill-defined problems closely associated with professional contexts, that is, tasks that resemble the sort of work the graduate will be doing in their intended professional field, and
(2") learning experiences that occur a real or simulated workplaces and professional contexts. Ideally, students could have at least one assessment task in the top right quadrant of the chart, and several in the top left quadrant.

HOW CAN WE IMPROVE THIS? Work-integrated learning does not necessarily mean a work placement: it can be threaded through a course via range of assessments, including simulations, role plays, scenario-based assessment and so on. Consider building scenarios into more traditional assessment forms, requiring students to create solutions to ill-defined professional challenges.

Assessment tasks: Work-integrated learning

Authentic assessment

3

2   7   7

24

In professional contexts

Level of authenticity and proximity of assessment tasks to professional context (no. of assessment items")

REFLECTIONS BY THE COURSE TEAM:

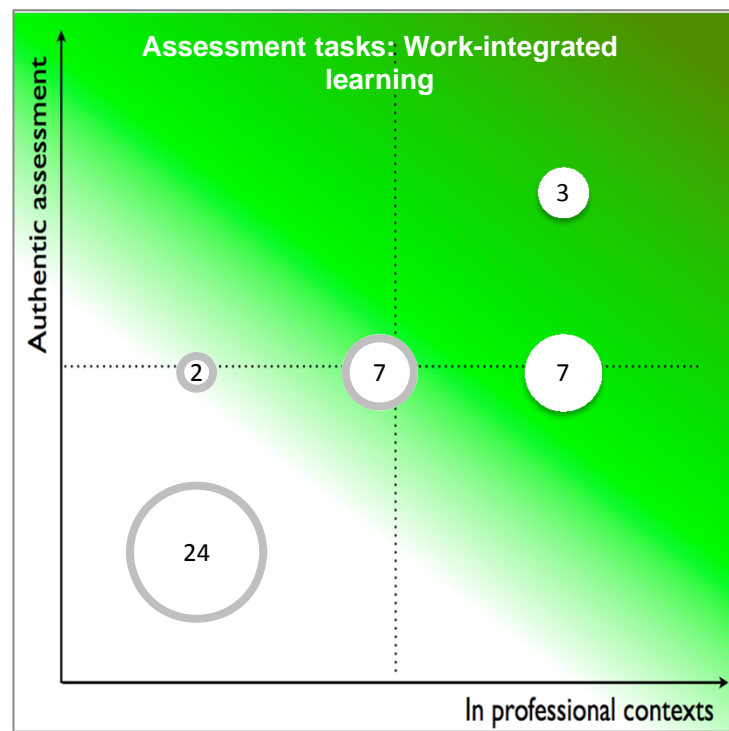In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

9. Do assessment tasks enable evidence for employability?

WHAT DOES THIS MEAN? This shows which assessment tasks are likely to generate an artefact upon which the student can reflect and then use as evidence of learning in, or when preparing for, an employment interview.
HOW CAN WE IMPROVE THIS? Consider new types of assessment that enable compelling evidence for employability. Consider allocating marks for reflection on learning. Course teams can consider using an ePortfolio tool to facilitate this aspect of the learning experience.

Assessment tasks (proportion) enabling evidence for employability

Unclear 14%
Yes 35%
No 51%
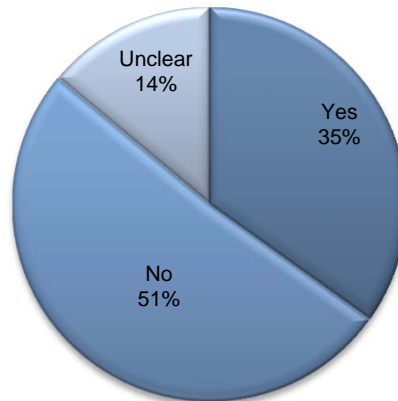
Assessment tasks (weighted) enabling evidence for employability

Unclear 10%
Yes 49%
No 41%
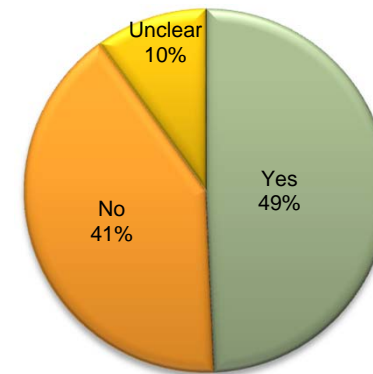
COMMENTS

Unit	Code	Name	MARKS	Course Level	TASK1 Employ-ability	%	TASK2 Employ-ability	%	TASK3 Employ-ability	%	TASK4 Employ-ability	%	TASK5 Employ-ability	%	TASK6 Employ-ability	%	TASK7 Employ-ability	%
1	AAK110	Understanding the subject	100	UG	No	10	No	40	No	40	No	10						
2	AAK102	Issues and Ethics in the subject	100	UG	No	40	No	50	No	10								
3	AAK207	Further to the Subject	100	UG	No	20	No	20	Yes	50	No	10						
4	AAK208	The Subject	100	UG	No	40	No	60										
5	AAK213	Designing Subject Research	100	UG	Unclear	50	Unclear	40	Unclear	10								
6	AAK218	The Subject Part 2	100	UG	Yes	50	No	40	No	10								
7	AAK220	More Subject Information	100	UG	Yes	40	No	40	Unclear	20								
8	AAK221	International and comparative subjects	100	UG	Yes	50	Unclear	10	No	40								
9	AAK303	Issues and Ethics in the Subject	100	UG	Yes	50	Yes	40	No	10								
10	AAK307	Further Subject Information	100	UG	No	20	No	20	Yes	50	Unclear	10						
11	AAK308	Example of Subject	100	UG	Yes	40	Yes	60										
12	AAK318	The subject and Society	100	UG	Yes	50	Yes	40	No	10								
13	AAK320	The Subject in Life	100	UG	Yes	40	Yes	40	No	20								
14	AAK321	International and Comparative Subjects	100	UG	Yes	50	Yes	40	No	10								
			1400															

REFLECTIONS BY THE COURSE TEAM:

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

D. Personal, engaged and relevant cloud and located learning

10. What type of experiences and resources are offered, and do they encourage active learning?

WHAT DOES THIS MEAN? This question attempts to capture the range and variety of learning experiences and resources across the course, and how students are generally expected to interact with them. The bar chart, in particular, draws attention to the focus of student activity.

HOW CAN WE IMPROVE THIS? For active and engaging learning, the higher bars should appear on the right of the chart, reflecting that experiences and resources require students to personalise or act on information. Consider ensuring that students are using experiences and resources to apply their learning, and to create new knowledge.

What types of learning experiences are offered in this course? (%)

- Other, 3%
- Class, 39%
- Individual Study, 39%
- Seminar, 19%

What types of learning resources are offered in this course? (%)

- Reader 2%
- Library 10%
- Textbook 20%
- Website 25%
- eReader 20%
- Online Study guide 23%

How engaging are experiences and resources?

	Acquire	Apply	Personalise	Act
Experiences	~16	~10	~5	0
Resources	~43	~5	~1	0

(Y-axis: 0–50)

COMMENTS

Unit	Code	Name	Course Level	What types of learning experiences? EX1	EX2	EX3	EX4	EX5	EX6	How engaging are those experiences? EX1	EX2	EX3	EX4	EX5	EX6	What types of learning resources? RES1	RES2	RES3	RES4	RES5	RES6	How engaging are those resources? RES1	RES2	RES3	RES4	RES5	RES6
1	AAK110	Understanding the subject	UG	Class						Acquire						Online study guide	Textbook	Website				Acquire	Acquire	Acquire			
2	AAK102	Issues and Ethics in the subject	UG	Class	Other					Acquire	Apply					Online study guide	Reader	Textbook	Website			Acquire	Acquire	Acquire	Apply		
3	AAK207	Further to the Subject	UG	Seminar	Class	Individual study				Acquire	Acquire	Apply				Textbook	eReader	Library	Website			Acquire	Acquire	Apply	Apply		
4	AAK208	The Subject	UG	Class	Individual study					Acquire	Apply					Textbook	Online study guide	eReader	Website			Acquire	Acquire	Acquire	Acquire		
5	AAK213	Designing Subject Research	UG	Class	Individual study					Acquire	Apply					Online study guide	Website	eReader				Acquire	Acquire	Acquire			
6	AAK218	The Subject Part 2	UG	Class	Individual study					Acquire	Apply					Online study guide	eReader	Website				Acquire	Acquire	Acquire			
7	AAK220	More Subject Information	UG	Class	Individual study					Acquire	Apply					Online study guide	Textbook	Website				Acquire	Acquire	Acquire			
8	AAK221	International and comparative subjects	UG	Seminar	Individual study					Acquire	Apply					eReader	Textbook	Online study guide	Website			Acquire	Acquire	Acquire	Acquire		
9	AAK303	Issues and Ethics in the Subject	UG	Class	Individual study	Seminar				Acquire	Apply	Personalise				Online study guide	eReader	Textbook	Website			Acquire	Acquire	Acquire	Apply		
10	AAK307	Further Subject Information	UG	Class	Seminar	Individual study				Acquire	Personalise	Personalise				Website	Library	eReader				Acquire	Personalise	Acquire			
11	AAK308	Example of Subject	UG	Class	Individual study					Acquire	Apply					Textbook	Online study guide	eReader	Website	Library		Acquire	Acquire	Acquire	Acquire	Acquire	
12	AAK318	The subject and Society	UG	Class	Individual study	Seminar				Acquire	Personalise	Acquire				eReader	Online study guide	Library				Acquire	Acquire	Acquire			
13	AAK320	The Subject in Life	UG	Class	Individual study					Acquire	Apply					Online study guide	Textbook	Website				Acquire	Acquire	Acquire			
14	AAK321	International and Comparative Subjects	UG	Seminar	Individual study					Acquire	Personalise					eReader	Textbook	Online study guide	Website	Library		Acquire	Acquire	Acquire	Apply	Personalise	

REFLECTIONS BY THE COURSE TEAM:
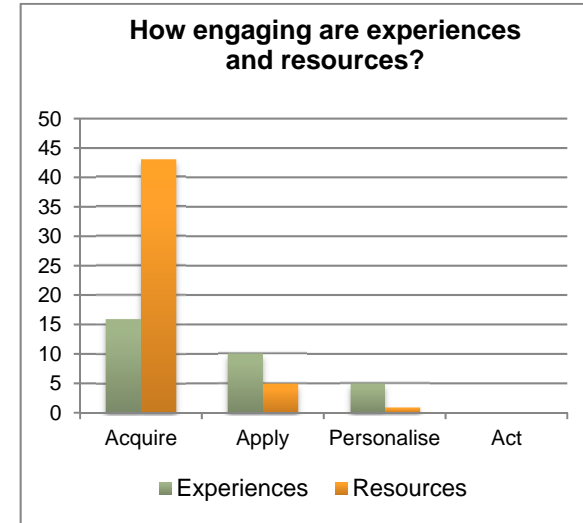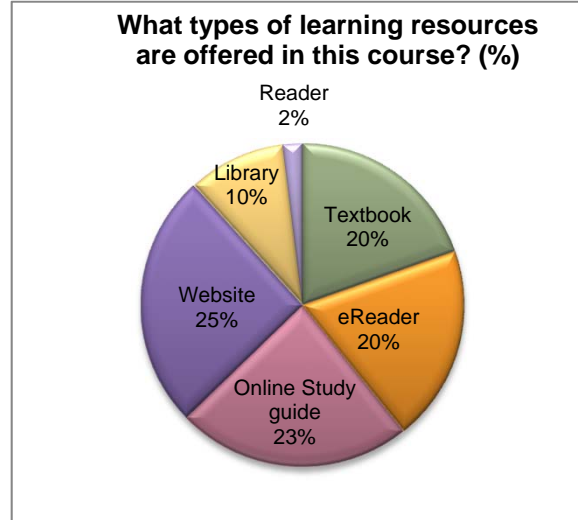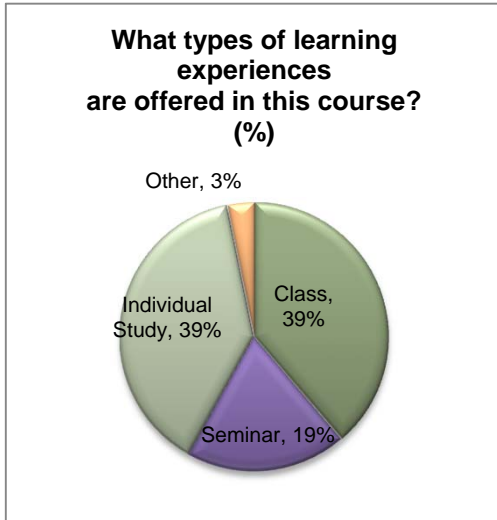
In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

11. Can assessments, experiences and resources be accessed in the cloud and if so, are they personal and engaging? When and where do we require students to be physically present, and are those experiences personal and engaging?

WHAT DOES THIS MEAN? The table below also shows what is available in the cloud, and at what level (Web 2.0, where students are required to interact and engage, or Web 1.0 where students predominantly read, type and download"). The red lines show the times that students must be physically present, or must submit a physical assessment.
HOW CAN WE IMPROVE THIS? Consider whether this balance of cloud and located is appropriate.

Where are assessments submitted?

How much can be done in the cloud?

COMMENTS

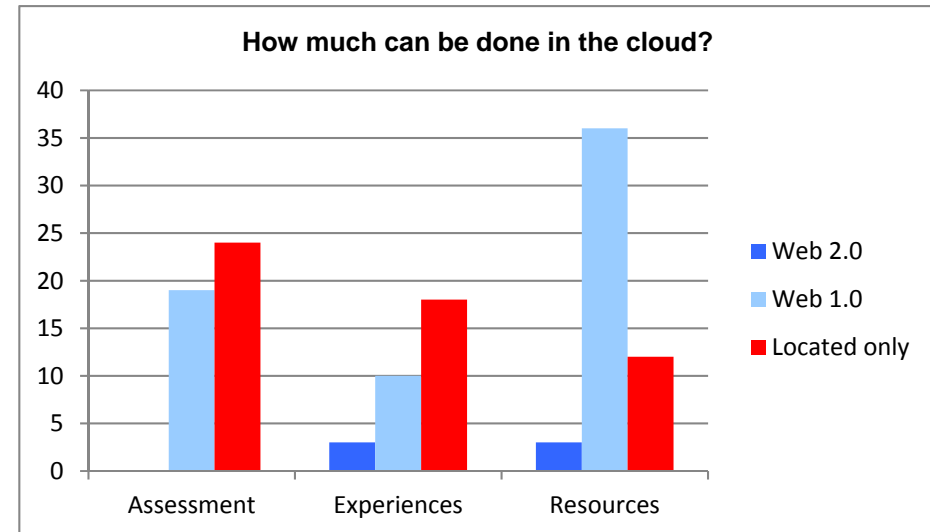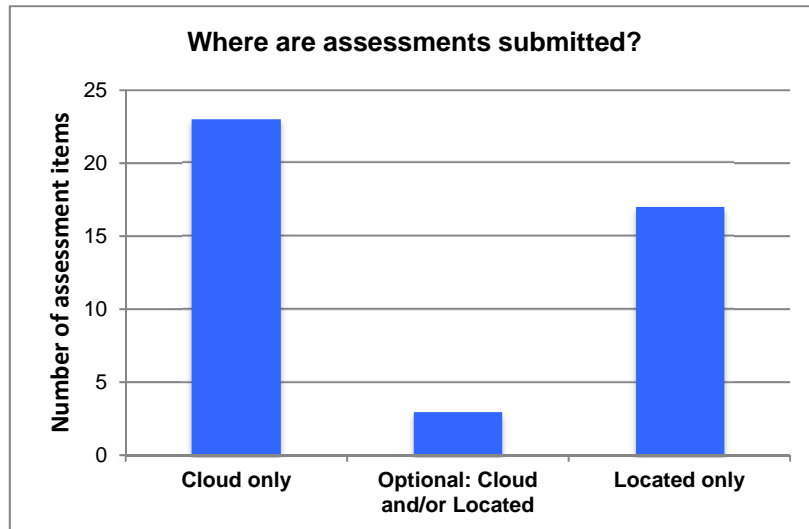| Unit	Code	Name	Credits	Course Level	ASSESSMENT SUBMISSION							CLOUDFACTOR: ASSESSMENT							CLOUDFACTOR: EXPERIENCES						CLOUDFACTOR: RESOURCES					
					TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	EX1	EX2	EX3	EX4	EX5	EX6	RES1	RES2	RES3	RES4	RES 5	RES6
1	AAK110	Understanding the subject	1.0	UG	Cloud only	Cloud only	Located only	Located only				Web 1.0	Web 1.0	Located only	Located only				Located only						Web 1.0	Located only	Web 1.0			
2	AAK102	Issues and Ethics in the subject	1.0	UG	Cloud only	Located only	Cloud and/or Located					Located only	Located only	Located only					Located only	Web 1.0					Located only	Located only	Located only	Web 1.0		
3	AAK207	Further to the Subject	1.0	UG	Cloud only	Cloud only	Cloud and/or Located	Located only				Web 1.0	Web 1.0	Web 1.0	Located only				Web 2.0	Located only	Web 2.0				Located only	Web 1.0	Web 2.0	Web 2.0		
4	AAK208	The Subject	1.0	UG	Cloud only	Cloud only						Located only	Located only						Located only	Web 1.0					Located only	Web 1.0	Web 1.0	Web 1.0		
5	AAK213	Designing Subject Research	1.0	UG	Cloud only	Located only	Located only					Located only	Located only	Located only					Located only	Located only					Web 1.0	Web 1.0	Web 1.0			
6	AAK218	The Subject Part 2	1.0	UG	Cloud only	Located only	Located only					Web 1.0	Located only	Located only					Located only	Web 1.0					Web 1.0	Web 1.0	Web 1.0			
7	AAK220	More Subject Information	1.0	UG	Cloud and/or Located	Located only	Located only					Located only	Located only	Located only					Located only	Located only					Web 1.0	Located only	Web 1.0			
8	AAK221	International and comparative subjects	1.0	UG	Cloud only	Located only	Located only					Web 1.0	Located only	Located only					Located only	Located only					Web 1.0	Located only	Web 1.0	Web 1.0		
9	AAK303	Issues and Ethics in the Subject	1.0	UG	Cloud only	Cloud only	Located only					Web 1.0	Web 1.0	Located only					Located only	Web 1.0	Located only				Web 1.0	Web 1.0	Located only	Web 1.0		
10	AAK307	Further Subject Information	1.0	UG	Cloud only	Cloud only	Cloud only	Located only				Web 1.0	Web 1.0	Located only	Located only				Located only	Web 2.0	Web 1.0				Web 2.0	Web 1.0	Web 1.0			
11	AAK308	Example of Subject	1.0	UG	Cloud only	Cloud only						Web 1.0	Web 1.0						Located only	Web 1.0					Located only	Web 1.0	Web 1.0	Web 1.0	Web 1.0	
12	AAK318	The subject and Society	1.0	UG	Cloud only	Cloud only	Located only					Web 1.0	Web 1.0	Located only					Web 1.0	Web 1.0	Located only				Web 1.0	Web 1.0	Web 1.0			
13	AAK320	The Subject in Life	1.0	UG	Cloud only	Cloud only	Located only					Web 1.0	Web 1.0	Located only					Located only	Web 1.0					Web 1.0	Located only	Web 1.0			
14	AAK321	International and Comparative Subjects	1.0	UG	Cloud only	Cloud only	Located only					Web 1.0	Web 1.0	Located only					Located only	Web 1.0					Web 1.0	Located only	Web 1.0	Web 1.0	Web 1.0	

14.0

REFLECTIONS BY THE COURSE TEAM:

In relation to this question, what are the strengths to be maintained, and the areas and strategies for improvement?

The Student Experience

E. The student experience

12. Student demand

Includes VTAC Commonwealth Supported Place (CSP), Non-VTAC, Domestic fee-paying and International fee-paying preferences

VTAC Commonwealth supported place	2009	2010	2011	2012	2013
1ST Preferences (COP Final)	**685**	**652**	**565**	**510**	**421**
% Victorian school leavers	48.6%	43.6%	41.6%	53.7%	62.2%
Preferences per EFTSL (Comm. Target)	1.68	1.67	1.40	1.19	0.80
Acceptance rate	73.6%	80.2%	81.9%	83.9%	
1-4 Preferences (COP Final)	**3,205**	**3,154**	**2,859**	**2,723**	**2,189**
% Victorian school leavers	62.3%	56.6%	57.9%	62.2%	65.4%
Preferences per EFTSL (Comm. Target)	7.87	8.07	7.09	6.33	4.16
Acceptance rate	75.5%	78.2%	80.8%	80.8%	
Total Preferences (COP Final)	**6,559**	**6,671**	**6,035**	**5,862**	**5,097**
% Victorian school leavers	69.0%	64.4%	64.0%	68.4%	71.4%
Acceptance rate	75.2%	76.8%	79.5%	80.3%	

Non-VTAC Commonwealth supported place	2008	2009	2010	2011	2012
Applications	199	52	111	386	259
Offers	152	47	98	229	172
Acceptance Rate	93.4%	78.7%	82.7%	80.3%	83.1%
Domestic fee-paying					
Applications	97	0	1	4	
Offers	53	0	1	1	
Acceptance Rates	67.9%	0	100.0%	100.0%	0
International fee-paying					
Applications	168	125	175	147	59
Offers	89	57	80	72	36
Acceptance Rates	34.8%	36.8%	30.0%	33.3%	30.6%

Enrolments
Includes Commencing enrolments, ATARs, total student course enrolments, Total course load and Course Commencing Load

Enrolments			2009	2010	2011	2012	2013
Commencing Enrolments			**485**	**459**	**650**	**794**	**616**
Basis of Admission		Secondary Education	298	249	390	492	434
		TAFE	56	82	76	81	45
		Higher Education	100	97	136	144	107
		Mature Age	0	0	10	27	7
		Other	31	31	38	51	23
ATAR		% of second school entrants admitted on the basis of ATAR	83.9%	72.4%			
Domestic Enrolment		**Commencing Domestic**	**471**	**437**	**632**	**775**	**607**
		% Low SES	17.8%	19.5%	13.4%	14.7%	14.2%
		% Regional & Remote	29.5%	28.4%	22.0%	22.7%	24.2%
		% Admitted via MIBT	0	0.2%	1.1%	0.9%	0.2%
International Enrolment		**Commencing International**	**14**	**22**	**18**	**19**	**9**
		% Admitted via MIBT	14.3%	13.6%	11.1%	31.6%	33.3%
Total Student Course Enrolments			**1,799**	**1,680**	**1,777**	**1,984**	**1,866**
Domestic Enrolment		**Total Domestic**	**1,738**	**1,627**	**1,724**	**1,919**	**1,813**
		Domestic Low SES	16.2%	17.7%	15.6%	14.6%	14.6%
		Domestic Regional & Remote	26.9%	27.3%	25.0%	23.2%	23.7%

Total Course Load			2009	2010	2011	2012	2013
	Target EFTSL		**1,245.4**	**1,147.9**	**1,152.5**	**1,227.1**	**1,321.8**
	Actual EFTSL		**1,292.8**	**1,167.3**	**1,219.3**	**1,305.5**	**1,295.1**
	COMMONWEALTH SUPPORTED		1,196.1	1,106.0	1,167.8	1,250.5	1,256.3
	DOMESTIC FEE PAYING		47.4	24.6	10.5	3.9	1.9
	INTERNATIONAL FEE PAYING		49.3	36.8	41.0	51.1	36.5
	UNDEFINED		0	0	0	0	0.4
	INTERNATIONAL FEE PAYING	% (by Total EFTSL)	3.8%	3.1%	3.4%	3.9%	2.8%
Course Commencing Load	**Commencing Actual EFTSL**		**418.0**	**362.5**	**495.9**	**567.8**	**477.0**
	COMMONWEALTH SUPPORTED		403.6	349.9	483.1	553.8	468.3
	DOMESTIC FEE PAYING		1.0	0	0.4	0	0
	INTERNATIONAL FEE PAYING		13.4	12.6	12.4	14.0	8.8
	INTERNATIONAL FEE PAYING	% (by Total Commencing EFTSL)	3.2%	3.5%	2.5%	2.5%	1.8%

13. Student perceptions of the quality of the course

Student evaluation of teaching and units; Getting Started at Deakin (Deakin standard: 80% SETU overall satisfaction) Includes Retention and Success, and Quality of the Learning Environment

Engagement and Achievement

Retention		2006	2007	2008	2009	2010	2011
Total	**All Students**	**78.5%**	**77.8%**	**77.6%**	**76.9%**	**77.7%**	**75.4%**
	Domestic	78.4%	77.4%	77.8%	76.7%	77.8%	75.0%
	International	81.2%	87.3%	70.9%	85.4%	71.4%	91.2%
	Number of Base Students	1,934	1,820	1,720	1,606	1,471	1,548
Commencing	**All Students**	**75.0%**	**77.3%**	**78.3%**	**74.4%**	**75.1%**	**74.9%**
	Domestic	74.7%	76.5%	78.5%	74.1%	74.8%	74.6%
	International	80.0%	92.6%	71.4%	87.5%	100.0%	100.0%

Student Success

Retention		2006	2007	2008	2009	2010	2011
Total	**All Students**	77.3%	77.8%	76.8%	75.0%	76.3%	75.7%
	International	83.9%	83.1%	81.6%	82.1%	77.7%	86.5%
	Domestic	76.7%	77.4%	76.5%	74.8%	76.3%	75.3%
	Base EFTSL	1,384	1,357	1,359	1,283	1,156	1,201
Commencing	**All Students**	**76.2%**	**78.9%**	**78.0%**	**76.3%**	**76.9%**	**78.1%**
	Domestic	75.9%	78.3%	77.6%	76.2%	76.7%	77.9%
	International	78.9%	86.6%	87.2%	77.6%	84.2%	85.9%

Quality of Learning Environment

Survey Year	2008	2009	2010	2011	2012
SETU Unit Satisfaction (Mean of Well Taught, Recommend and Online Questions)	3.89	3.91	3.97	3.95	3.96
SETU Teaching Staff Satisfaction	4.13	4.15	4.20	4.19	4.20
SETU First Year Unit	3.89	3.89	3.98	3.97	4.01
SETU Second Year Unit	3.91	3.92	4.03	4.01	3.98
SETU Third+ Year Unit	3.95	3.98	4.01	3.99	4.00
SETU Total Number of Responses	4,587	3,896	3,331	3,430	3,281

14. Australian Graduate Survey and Course Experience Questionnaire results

Australian Graduate Survey Outcomes – Available for Fulltime Work

Retention		2006	2007	2008	2009	2010	2011
Total	**All Students**	**78.5%**	**77.8%**	**77.6%**	**76.9%**	**77.7%**	**75.4%**
	Domestic	78.4%	77.4%	77.8%	76.7%	77.8%	75.0%
	International	81.2%	87.3%	70.9%	85.4%	71.4%	91.2%
	Number of Base Students	1,934	1,820	1,720	1,606	1,471	1,548
Commencing	**All Students**	**75.0%**	**77.3%**	**78.3%**	**74.4%**	**75.1%**	**74.9%**
	Domestic	74.7%	76.5%	78.5%	74.1%	74.8%	74.6%
	International	80.0%	92.6%	71.4%	87.5%	100.0%	100.0%

Australian Graduate Survey Outcomes – Employment Activities

Survey Year	2009	2010	2011	2012
GDS - Respondents	212	191	211	182
GDS - Available full time work	53%	40%	40%	40%
GDS - In full time study	28%	34%	36%	36%
GDS - Working PT/Casual not seeking full time work	14%	14%	15%	13%
GDS - Not working seeking PT/casual work only		1%	1%	2%
GDS - Unavailable for full time work or study	5%	11%	8%	8%

Course Experience

Survey Year	2007	2008	2009	2010	2011	2012
CEQ Respondents (OSI)	226	256	233	287	298	252
CEQ Good Teaching Scale (% Agree)	60%	56%	58%	72%	76%	74%
CEQ Generic Skills Scale (%Agree)	67%	67%	66%	75%	82%	79%
CEQ Overall Satisfaction Index (%Agree)	79%	76%	78%	92%	92%	91%