

UNE Course Design Framework (Version 2.0)

Overview

The student, not the subject must remain the central feature of the University

-Robert Madgwick, 1955

The UNE Course Design Framework (CDF) articulates design principles to guide the development of UNE courses and units. The intention is to target the way the curriculum supports student success (measured primarily through retention and completions), course sustainability, as well as student and staff satisfaction.

Drawing on an evidence-based approach to course design, these principles serve to create coherent structures, flexible entry and exit pathways, and purposefully designed learning experiences and assessments, whilst also increasing the sustainability of course offerings.

UNE is committed to the application of these design principles, but it is recognised that there can be flexibility in interpretation and implementation. Faculty and school leadership will lead the application of this flexibility to interpret and implement the CDF in contextualised ways that are consistent with the university, faculty, and school strategies. Clarification of roles and governance around CDF implementation can be found in Appendix 2. The principles of the design framework are outlined under the following headings:

1. University-wide programs and student pathways
2. Course design and structure
3. Major design and structure
4. Unit design and structure

Related documents and policies include:

- Future Fit 2021-2030
- Teaching and Learning Plan – forthcoming
- Teaching and Learning Policy Suite
- Online Learning Standards
- Course and Unit Design and Approval Guidelines

1. University-wide programs, student support and pathways

UNE will:

1.1 Develop a scalable, personalised academic and student support and pastoral care model

In addition to course and discipline-specific foundational study, students will work with an academic success advisor to orient the student to UNE, outline the expectations of study (including online study), ensure awareness of support available, engage in degree planning and to identify particular study and support needs for that student.

1.2 Adopt a statement of Online Learning Standards

The statement details the university's quality expectations around consistency of student experience, assessment, engagement, communication, behaviours, learning materials, and other aspects of online learning. Refer to Appendix 3 for Online Learning Standards Principles and Guidelines.

1.3 Establish flexible entry pathways through a university-wide pre-degree enabling program

This program will form a flexible entry pathway for undergraduate study. This will replace the existing Foundations Studies programs.

Students will undertake a skills inventory to assist in guiding them towards combinations of two to eight threshold units, in disciplinary study and/or academic foundations, as suits their readiness and professional aspirations. A formal part of this program will guide students in evidencing prior learning achieved through VET, non-award courses, or experientially. Relevant learning outcomes achieved in this pre-degree program may provide credit towards students' subsequent degree-level study.

This pre-degree program will be available using enabling load where available, CSP load where caps have not been met, and available as a full-fee-paying (FFP) option through Open Universities Australia in other cases. UNE may wish to consider targeting government-funded places towards low-SES pre-degree students, and/or employing HEPPP funding to support these students in discounted FFP places.

1.4 Develop a consistent approach to horizontal integration for combined degrees (selected courses)

There will be a consistent approach to horizontal integration (double or combined degrees). The 48cp of electives available in each single degree will be substituted for a major of the other degree.

1.5 Design accelerated vertical progression between undergrad and postgrad degrees (selected courses)

Accelerated vertical progression between undergraduate and postgraduate degrees will be designed into degree pathways. All postgraduate pathways will designate at least 4 units (24cp) which can be taken either at graduate level or at undergraduate level as Advanced Units. Undergraduates who complete these units will be able to count them as credit (Advanced Standing) towards the completion of a postgraduate coursework degree.

1.6 Invest in postgraduate course pathways which presume part-time, year-round study (selected courses)

Industry-focused micro-credentials will be available for each major and postgraduate coursework program. As a default, these can consist of six-week, 3cp "half units" that focus on the development and credentialing of specific industry-focused skills. While they contribute to the major, they are also available as stand-alone credentials, and as potential components of Bespoke programs.

1.7 Adopt a system of Foundation and Advanced level units

Undergraduate units will be at two levels: Foundation and Advanced. Foundation units correspond to the current AQF level 5, current UNE "level 100" units. Advanced units correspond to AQF levels 6-7, current UNE "level 200" and "level 300" units. Currently, it is not required for students to complete a

quantum of level 200 units before enrolling in level 300, so there is little justification for the existence of the two separate advanced levels. Students must complete a minimum volume of study in Foundation units before progressing to Advanced level study.

2. Course design and structure

The following design principles serve to create both coherent linear pathways for students and sufficient flexibility to accommodate the various patterns of part-time and full-time enrolment needed by UNE's diverse cohorts, whilst also significantly reducing the "long tail" of small-enrolment units.

The design principles are that each UNE course will:

2.1. Adopt a whole-of-course design approach which identifies target student needs, supports student success and course sustainability

A whole-of-course design approach allows UNE to enhance the quality, consistency and contemporary nature of our courses and respond to the needs of priority prospective student cohorts in a coherent and intentional way.

2.2. Articulate high-level learning outcomes

Each course will articulate detailed high-level learning outcomes describing the capabilities of the graduates from the degree. **Course, major, minor and unit design will be aligned with course learning outcomes.** The function of the capstone unit (see 3.5 below) will be to explicitly assess how the students have achieved the course learning outcomes at the relevant AQF level.

2.3 Be organised with internal structures of majors and minors (or equivalent) . See models in Figure 1 below.

a. Majors will comprise 48cp

There are various kinds of majors that could be provided. For example:

- **Core Major:** this is a core or foundation group of units prescribed by the course or discipline to be completed by the student before they move into a chosen focus area. This term is relevant only to those degrees which have such a core body of units. Units traditionally termed **core units** could become the Core Major of the degree.
- **Specialist major:** a chosen major that reflects the personal choice of a student (distinct from any 'core major' that might be a part of the degree course); a 'specialist major' is the typical **major** in the traditional sense of the word.

b. Minors will comprise 24cp. *Minors can be formed through any selection of units identified as forming a coherent pathway.*

There are various kinds of minors that could be provided. For example:

- **Cognate minor:** most usually, a minor will comprise the first 24cp of a cognate major (a subset of the major).

- **Specialist minor:** a minor might be used to extend specialist offerings within a discipline area (an extension of the major), i.e., a “specialist minor” might comprise an additional 24cp of advanced material in a discipline and is taken only as a co-requisite with the corresponding major.
 - **Breadth minor:** a cross-disciplinary minor from within the School or Faculty which serves to broaden the learning and experience of the student in a way which complements their core studies in the discipline.
- c. Variations to these principles can be made if required to accommodate professional accreditation requirements.

Some models – undergraduate degrees

Core units will be organised in majors and minors, as suit the contours of the degree. For instance:

- An Arts degree might consist of two parallel 48cp majors (e.g. History and French)
- A Science degree might consist of a Core Major which must be completed independently of chosen major(s) and or minors
- A Business (Management) degree might consist of a core 48cp Business major, and a 48cp specialist major in Management.

Four-year degrees and those requiring professional accreditation would adapt this model, but adhere to the underlying design principles.

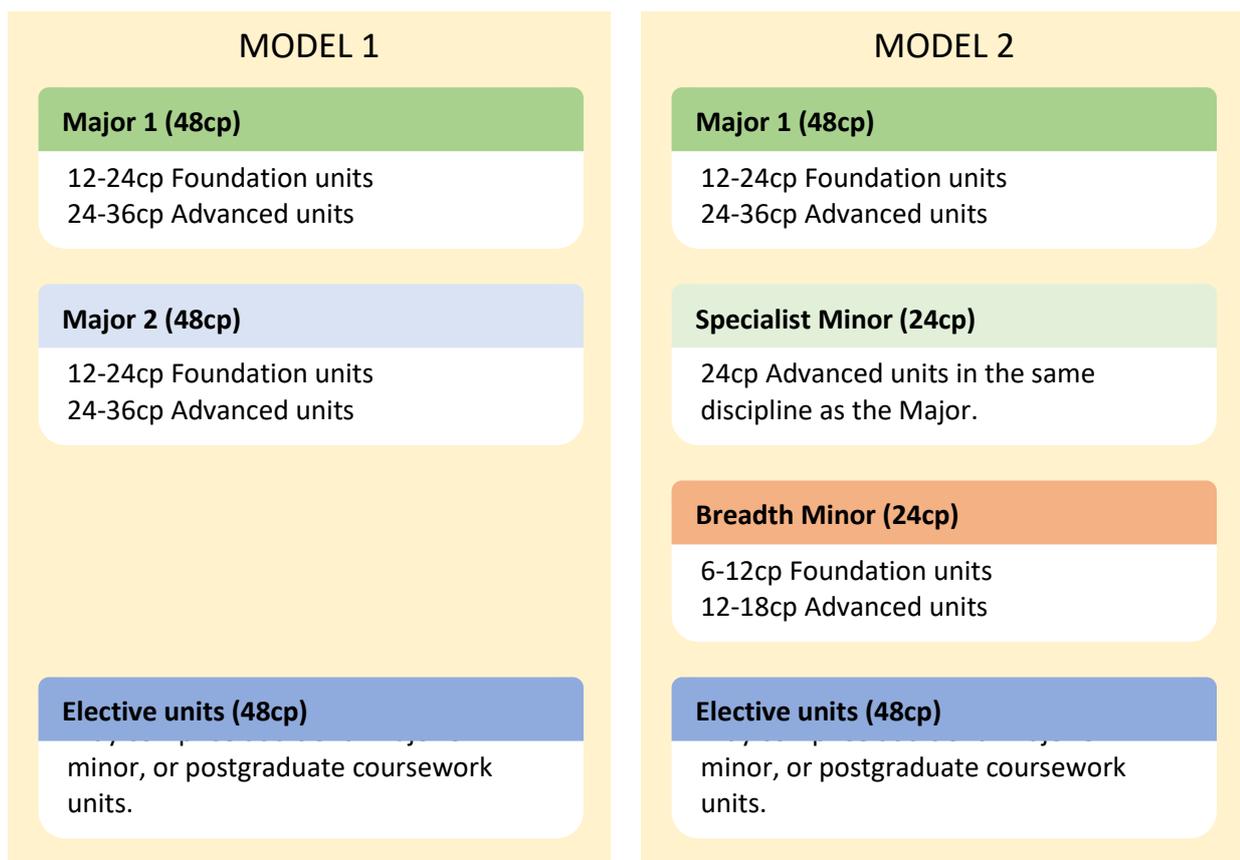


Figure 1 Some models – undergraduate degrees

Standard undergraduate double degree structure



Figure 2 Standard undergraduate double degree structure

2.4 Consist of a standard volume of learning

In undergraduate courses, there will be 144cp in a 3-year degree or 192cp in a 4-year or double-degree.

2.5 Offer only units which are part of a major or minor either within the course or elsewhere in the School or Faculty

No units will be offered that are not part of majors or minors. There will be no “orphan” or elective-only units. Electives chosen by students will need to be units which are available as part of majors and minors (specialist to the discipline or in other courses in the School or Faculty).

2.6 Embed multiple AQF qualifications within the assessment framework of identified courses (nested exit pathways).

a. At an undergraduate level, students completing 48cp of Foundation units, including the required Foundation units from the core and specialist majors, may exit with an undergraduate diploma. Students who complete a total of 96cp including all required Foundation units may exit with an associate degree. Note that **sub-degree courses are not equivalent to pre-degree courses** (see 1.3, above). Diploma and associate degree exit pathways assume students commence at AQF level 5 equivalent to bachelor students.

b. Postgraduate coursework degrees will be designed to allow explicit exit pathways at Graduate Certificate (24cp), Graduate Diploma (48cp) and Masters (96cp) level.



2.7 Consist of 96cp (sixteen 6cp units) of core material (i.e. core and specialist majors) and 48cp (eight 6cp units) (for a typical 3-year undergraduate course) available for students to take as:

- **Further specialisation – as in named or accredited degrees**
- **Electives**
- **Combined degree packages** (including vertical combined degrees where units taken at Graduate level cross-count towards postgraduate coursework degrees).

2.8 Schedule Foundation-level units at least twice per year (number and availability subject to resourcing)

2.9 Embed indigenous ways of knowing and learning into the core curriculum .

2.10 Limit prerequisites (replacing them with statements about recommended prior knowledge or volume of prior learning)

Prerequisites will be limited to cases in which completion of the prerequisite is essential for successful completion of the later unit. Current prerequisite pathways are often based around recommended or desirable unit sequences, often designed with full-time students in mind. The effect of these on UNE’s largely part-time cohort, with unit scheduling practices that are often difficult to predict in advance, is that student pathways are often delayed, haphazard, and do not meet the needs for flexibility for our students. Instead of prerequisites, statements of recommended prior knowledge are preferred.

3. Major design and structure

Each major will:

3.1 Articulate high-level learning outcomes

3.2 Comprise 48cp (minors 24cp)

The 48cp will consist of two to four Foundation units (one of which should be a threshold unit) and four to six Advanced units (one of which should be a capstone unit, see 3.5, below). For example, see Figure 3.



Figure 3 Sample structure of a major

3.3 List no more than 72cp as available in any one major

This will ensure a clear and consistent focus on the aims and objectives of the major by constraining the range of choice allowed (the number of listed units available) for students to choose as their Advanced units.

3.4 Commence with a threshold unit

The threshold unit should be an orientation to the major and/or to the course of which it is a part. A threshold unit initiating a Core Major (and which therefore provides an orientation to an entire course) should be available continually during the year-long flexible teaching period, allowing students to commence a UNE degree at any point in the calendar year.

3.5 Conclude with a capstone experience

One or more capstone units taken at or near the end of the degree allow the student to demonstrate holistically what they have learnt and the skills that they have acquired throughout the study of the major. Up to 12cp could be designated as comprising this capstone experience. It might consist of a research project, an industry internship, an applied project or the completion of a portfolio of work commenced earlier in the major. The capstone unit will explicitly assess how the students have achieved the course learning outcomes at the relevant AQF level.

3.6 Be designed with a consistent pedagogical approach across the constituent units

Units in a major or minor will be designed by the course team with a consistent/coherent pedagogical approach. The defining pedagogy might be articulated at Faculty, School, Discipline or major level. The pedagogical philosophy (e.g. situated learning, PBL, inquiry-based learning, etc. – as appropriate to the discipline) will be articulated for the major, possibly nuanced for different cohorts (e.g. first-year students). Note that this will require *all* academics teaching into units which contribute to a major to come together to plan the design and structure of the major as part of a discipline team under the leadership of a Discipline Lead or Course Coordinator (see 4.6 and 4.7 below).

3.7 Adopt consistent expectations for students

Units in a major or minor will be designed by the course team with consistent expectations for students. A team-based approach to design will be taken, developing a co-design framework and aligned skill-base to enable student, partner, industry, community and alumni involvement in design. Consistent expectations for students across the units which comprise the major will be set and communicated.

3.8 Schedule at least one Foundation-level and one Advanced-level unit every trimester

To enable this schedule:

- a. Every undergraduate major should schedule at least one Foundation-level and one Advanced-level unit every trimester.
- b. Undergraduate breadth minors should ensure that Foundation-level units (if any) are scheduled twice per year.
- c. Postgraduate course pathways should presume a student will be studying year-round, part-time. As a default, postgraduate pathways should be designed as a sequence of linked, 3cp units to be studied in

order but at a pace and intensity set by the student. Student-centred design will be critical to the eventual pathways designed.

4. Unit design and structure

In designing the majors for each course to fit the preceding course design framework, existing units can be re-used in their current form. In some cases, units will need to be redesigned to ensure that they genuinely provide a coherent, modern and engaging learning experience for students – and fit with the intention and structure of course and major.

The following design principles govern individual unit design. Units will

4.1 Be designed to maximise student retention

Early, **formative assessment will be designed into every unit.** Research is clear that early, formative assessment with timely feedback significantly increases students' likelihood of success. Feedback before census date allows students to decide whether to withdraw without penalty. **Interactive learning will be an explicit feature of unit design.** Research demonstrates that teacher presence and peer engagement are strongly linked to student success in online learning.

4.2 Be designed specifically for online delivery if offered for online or blended delivery

Units that are designed-for-online markedly increase student success. In particular, **UNE will move from traditional lectures to engaging students in active learning.** The learning experience will be flipped: learning activities that are purely transmission of information will be pre-recorded where essential, and face-to-face interaction (both on campus and online) will be interactive learning sessions.

4.3 Use assessment strategies which maximise student learning.

Assessment will be designed purposefully to maximise student learning, embedding Work Integrated Learning, authentic assessment, assessment for learning and flexibility of assessment reflective of student cohorts. Students will have the opportunity to complete formative assessment tasks prior to Census Day. Assessment should be adequately scaffolded to, where possible, avoid large high stakes assessment tasks, and clear instructions should be provided to help maximise student success. Assessment rubrics which clearly articulate the assessment criteria are provided.

4.4 Limit the default use of formal invigilated examinations (face-to-face or online).

Unless required by accrediting agencies, formal invigilated examinations should be replaced by alternative assessments. If a formal invigilated examination is to be used, it needs to be clearly justified and demonstrated to align with the pedagogical approach adopted by the course (see 3.6).

4.5 Apply explicit engagement and interaction strategies for both online and face-to-face cohorts.

This may involve the use of academic staff, teacher-clinicians, industry specialists or professional student support staff working with students in the online environment as part of the teaching team.

4.6 Be designed by a team.

Team-based design brings together the required expertise necessary for quality course design and student experience. A design team will comprise core team members with access to specialists whose expertise can be drawn upon when required.

4.7 Designed for team-based delivery.

Deploying team-teaching across all courses and units, majors and minors will be delivered in a team-based approach. For example, teachers within a team may take on different roles within large-enrolment units. Teams may include teaching/research academics, teaching-focused/clinical academics, specialist professional staff (Learning Designers, demonstrators, librarians etc) or transdisciplinary student support staff (academic skills, pastoral or administrative support).

4.8 Prioritise the use of Open-Education Resources (OER) wherever possible.

The current cost impost on both the University Library, and, most importantly, our students to purchase textbooks and e-textbooks is increasing unsustainably (c. 6-12% p.a.). The increasing availability of open resources can be leveraged and paid forward by UNE developing its own open learning resources and making these available to the international scholarly community.

Appendix 1: Glossary

Advanced unit: a unit which corresponds to either AQF level 6 or AQF level 7 (commonly referred to as 200- or 300-level units respectively); one of the three levels of unit within the CDF (the others being

Foundation and Graduate unit). Such units should provide students with broad and coherent knowledge and skills in the discipline area as well as opportunities to:

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

Advanced units typically constitute 4-6 units of a major, and are not commenced until required Foundation units are complete. A **Capstone** unit is a kind of Advanced unit. See 1.7 and 3.2.

Breadth minor: a cross-disciplinary minor which serves to broaden the learning and experience of the student in a way which complements their core studies in the discipline. Distinct from a **cognate minor** (a subset of a specialist major) and a **specialist minor** (an extension of a specialist major). The course's School (or Faculty) of ownership may develop and maintain a catalogue of breadth minors, from which the course team may identify listed minors suitable for the course. Breadth minors should ensure that Foundation-level units (if any) are scheduled twice per year. See 2.3b and 3.8.

Capstone unit: the final unit in a major. Taken at or near the end of the degree, a capstone unit allows the student to demonstrate holistically what they have learned and the skills that they have acquired throughout the study of the major. It might consist of a research or applied project, an industry internship, or the completion of a portfolio of work commenced earlier in the major, enabling students to demonstrate achievement of course learning outcomes. The unit should explicitly assess how the student has achieved such learning outcomes at the relevant AQF level. Up to 12 cp can be designated as comprising this capstone experience. Capstones are an **Advanced** level unit. See 2.2, 3.2 and 3.5.

Cognate minor: the typical minor, which comprises the first 24cp of a cognate major. It will typically have only prescribed units, mostly Foundation-level. A subset of a **specialist major**. Distinct from a **breadth minor** (cross-disciplinary) and a **specialist minor** (an extension of a specialist major). A cognate minor can also be an exit point from a major. See 2.3b.

Core curriculum: see **core material**.

Core Major: this is a core or foundation group of units prescribed by the course or discipline to be completed by the student before they move into a chosen focus area. This term is relevant only to those degrees which have such a core body of units. This is typical in the Sciences but may also be the case in degrees linked to professional or industry accreditation. In contrast, it is less likely to be applicable in (for example) a traditional Bachelor of Arts (BA) degree, whereby students make personal choices from the start of their studies and there is little or no prescribed core material. Units traditionally termed **core units** could become the Core Major (or core major) of the degree, typically including at least 8 prescribed units (48cp). There is flexibility for such a Core Major to be less than or greater in volume, as the course/discipline team determines is most appropriate, provided they have a coherent rationale for their design which emphasises curricular coherence and student success. In courses which require the completion of a Core Major, there would be just one Core Major per course, unless the course was a double degree, in which case the course might require the completion of two Core Majors. See 2.3, *Some models – undergraduate degrees*.

Core material: a collective term for the main body of the course (typically 96 of 144cp); studies deemed fundamental and essential for meeting the requirements of the degree and course learning outcomes; it encompasses the major(s) of the course (both core and specialised). The **Core Major** (if one is specified for the degree) would be uniformly undertaken by all students enrolled in the degree; a **specialised major** would be chosen by each respective student and would reflect their personal interest areas. Core material is distinct from electives, further specialisation (including **specialist** or **breadth minors**), or units which form part of the overlap within a combined degree. Sometimes referred to as (or broadly synonymous with) 'core studies', 'core units' and 'core curriculum'. See 2.3, 2.7 and 2.9.

Core units: Within the CDF, this is a collective term synonymous with **core material**. See 2.3, *Some models – undergraduate degrees*.

Foundation unit: a unit which corresponds to AQF level 5 (commonly referred to as 100-level units); one of the three levels of unit within the CDF (the others being **Advanced** and Graduate unit). Foundation units provide students with specialised knowledge and skills (both disciplinary and academic) required for successful continued learning in the discipline area. Foundation units typically constitute 2-4 units in any **major** or **Core Major** and must be completed before progressing to Advanced units. There must be at least one Foundation-level unit from each major scheduled every trimester. A **Threshold** unit is a kind of Foundation unit. See 1.7, 2.3, 2.6 and 3.2.

Listed unit: Within the CDF, a listed unit is one that a student can select from a short, fixed list to fulfil the requirements of a major, affording a degree of choice within a major. Listed units are typically **Advanced units**. The list is devised by the course team to meet the objectives and outcomes of the major. It will be constrained in proportions such that the major will list no more than 12 units (72cp) in total from which the student completes 8 units (48cp). Those 12 units will include both prescribed and listed units but no electives. Listed units would typically account for no more than four of the eight units counted towards the major, to ensure that the prescribed units encompass all threshold, foundation and capstone requirements. In effect this means that a major cannot normally have more than eight listed units from which students may choose. See 3.3.

Major: a standard volume of learning comprising 48 credit points (eight 6cp units) which, along with the **minor**, is one of the two internal structures of degree courses under the CDF. Each major will articulate high-level learning outcomes aligned with course-level learning outcomes. Majors will typically include two to four **Foundation units** and four to six **Advanced units**, commencing with a **Threshold unit** and concluding with a **Capstone unit**. Each major will schedule at least one Foundation unit and one Advanced unit every trimester to facilitate continuous progression through the three trimesters of the year. It is anticipated that a major will sometimes have eight prescribed units (allowing no student choice) but more commonly will have some **listed units** (from which students can select units to complete the major). Sometimes referred to as a **specialist major** to distinguish it from a core major (often referred to as a **Core Major**). See section 3, *Major design and structure*.

Minor: a standard volume of learning comprising 24 credit points (four 6cp units) which, along with the **major**, is one of the two internal structures of degree courses under the CDF. Each minor will be aligned with course-level learning outcomes. It is anticipated that a minor will typically have four prescribed units (allowing no student choice) but sometimes may have some **listed units** (from which students can select units to complete the major). There are various kinds of minors that may be offered as part of a degree course: **breadth minor**, **cognate minor** and **specialist minor**. See 2.3b.

Specialist major: a chosen major that reflects the personal choice of a student (distinct from any ‘core major’ that might be a part of the degree course); ‘specialist major’ is the typical **major** in the traditional sense of the word.

Specialist minor: used to extend specialist offerings within a discipline area – an extension of a **specialist major**. A specialist minor would typically comprise an additional 24cp of advanced material in a discipline and is generally taken as a co-requisite with the corresponding major. Distinct from **breadth minor** (cross-disciplinary) and **cognate minor** (a subset of a specialist minor). See 2.3b.

Threshold unit: the first unit in a **major**; a **Foundation unit**. Such a unit should be an orientation to the course and or major of which it is a part. It should introduce students to the field of study by exploring key concepts, defining key terminology and providing the key skill sets (both disciplinary and academic) required for successful completion of study. A threshold unit initiating a Core Major (and which therefore provides an orientation to an entire course) should be available continually during the year-long flexible teaching period, allowing students to commence their UNE degree at any point in the calendar year. The term ‘threshold unit’ is also sometimes applied to units within pre-degree enabling programs which are designed to assist candidates in developing disciplinary study skills and or academic foundations. See 1.3, 3.2. 3.4.

Vertical combined degrees: two degrees (one undergraduate, the other postgraduate) wherein Graduate-level units completed as a part of the bachelor’s degree count towards subsequent accelerated completion of a cognate postgraduate coursework degree. Subject to UNE [Advanced Standing Policy, Procedures](#) and [Application Guidelines](#). Contrasted with horizontal combined degrees which are two undergraduate degrees undertaken simultaneously. See 1.4, 1.5 and 2.7.

Appendix 2: CDF Governance: approval and advisory roles

CDF implementation is governed via the standard Course and Unit Approvals process. As such, approval of CDF implementation sits with the bodies involved in this process:

Body	Role
School Education Committee	Endorses CDF implementation in course and unit amendments for progression.
Faculty Education Committee	Endorses CDF implementation in course amendments or new courses, and approves CDF implementation in new units or unit amendments for progression.
Curriculum Committee	Endorses CDF implementation in significant course amendments and new courses for progression to AB
Academic Board	Endorses CDF implementation in courses amendments for approval to VC.
Vice Chancellor	Final approval of CDF implementation in new courses and significant course amendments.

In addition, there are a number of areas of the university that can provide advisory around various aspects of CDF implementation:

Body	Role
Education Futures – Digital Education and Academic Development	Advice and consultation on: <ul style="list-style-type: none"> • Interpretation and contextualisation of CDF principles • Pedagogy, assessment and curriculum design • Design processes
Education Futures – Education Quality	Advice and consultation on Course Review process and AQF compliance
Education Futures – Curriculum and Academic Management	Advice and consultation on Course and Unit Approvals processes
ADT&Ls; HoS	Leadership and advisory on interpretation and implementation of CDF principles in faculty and school contexts
Course Coordinators	Leadership of course teams for design and implementation
Governance Directorate	Advice and consultation on the interaction between CDF and academic policies in relation to the design of specific courses.

Document version history

Version	Date	Author	Rationale
0.1	11/9/2019	PVCAI office	At the directive of the Vice-Chancellor following Budget Summit (23/8/19) PVCAI developed draft UNE Course Design Framework for consultation with PDVC and Deans
0.2	12/9/2019	PVCAI office	Meeting with PDVC and Deans on 12/9/19 added sections on Communications, governance, staff capability, timelines, technology and learning environments
0.3	24/9/2019	Curriculum Management, Student Success	Timeline updated to include Curriculum Management System implementation.
0.4	27/9/2019	PVCAI office	Updated to include further feedback from Deans, PDVC and VC, the outcomes of the enabling/sub-degree symposium of 17/9/2019
0.5	5/10/2019	LaTT	Create new version, add heading, changed file name. Incorporated feedback from MW & APEC
0.5.2	7/10/2019	LaTT	Significant structural changes, rewriting.
0.6	11/11/2019	PVCAI office	Incorporate further feedback from APEC, PDVC, PVCER, LaTT; documents released to UNE Academic Board and subcommittees. Accepted as Version 1.0 - Approved in Principle
1.2	18/6/2020	LaTT	Significant structural changes in response to feedback from APEC and Deans. Reordering for more logical flow. Removal of implementation section. Addition of principle 3.3 at APEC request. Rewriting to improve readability and clarity.
1.3	1/7/2020	LaTT	Accepted changes from feedback. Resolved comments, listed unresolved tasks.
1.41	8/7/2020	LaTT	Corrections. Fixed formatting errors.
1.42	9/7/2020	LaTT	Replaced 'compulsory' with 'expected'. Revised graphics added
1.43	15/7/2020	LaTT	Added draft glossary. Corrected textual errors and inconsistencies.
1.5	15/7/2020	LaTT	Resolved and removed comments. Glossary positioned as DRAFT for feedback. CDF v1.5 Endorsed ABSC 21/07/20 CDF v1.5 Approved VC 03/08/20 as per CAB Memo: D20/121512

2.0	02/03/2021	Education Futures	CDF v2.0 Drafted (mainly minor line edits) to align nomenclature with Future Fit Strategy and feedback. Added tables for governance processes and advisory areas.
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Appendix 3: Online Learning Standards Principles and Guidelines

Summary

The seven principles for online learning have been built to support the realisation of the strategic goals within the UNE Future Fit strategy and drive excellent practice in unit and course re/design as part of the Course Design Framework.

1. Recognise and value student diversity and culture:

Our learning experiences are designed to be inclusive, respectful and supportive. This is achieved through the recognition and valuing of individual and cultural diversity.

2. Develop an expanded view of the world:

Our learning experiences are designed to provide opportunities that challenge student assumptions that lead to their interpretations, beliefs, and points of view. Our students are encouraged to use self-reflection and critical thinking to question their own underlying assumptions and to consider multiple perspectives and viewpoints beyond that of their own.

3. Demonstrate relevance and alignment:

Our learning experiences are designed to have a clear purpose and relevance achieved by aligning content, learning activities, feedback and assessment with learning outcomes. Our students are provided with opportunities to link what they learn to their own experiences, the workplace and the wider world.

4. Encourage academic excellence and deep learning:

Our learning experiences are designed to reflect a commitment to academic excellence and foster deep approaches to learning. They are evidence-based and built upon research, innovation, evaluation, and review for continuous improvement.

5. Promote active engagement:

Our learning experiences are designed to nurture student engagement and challenge in their learning. Learning experiences encourage in students both intellectual and emotional engagement in their studies. By taking an active role in their learning, students are rewarded with a sense of achievement and growth.

6. Require collaboration and interaction:

Our learning experiences are designed to acknowledge learning as social and contextual. They are built with intentional opportunities for learners to interact and collaborate as a key part of their learning. Learning is feedback rich, builds relationships and offers ways of engaging with other learners and perspectives.

7. Use technology to enrich and enable learning

Our learning experiences are designed to utilise existing and emerging technologies to enrich learning and provide opportunities to engage in new and meaningful ways. Technology should be used purposefully and must add value to the learning experience.

Principles and Guidelines

1. Recognise and value student diversity and culture:

Our learning experiences are designed to be inclusive, respectful and supportive. This is achieved through the recognition and valuing of individual and cultural diversity.

Indicators for demonstrating this principle include:

- Analysing information on students' prior knowledge, life experiences, and interests in order to set learning goals, design learning experiences and select teaching and learning strategies and resources.
- Providing students with multiple ways of engaging, representing and presenting their work and ideas.
- Flexibility in teaching approaches, learning resources formats, timing of delivery and assessment.
- Providing a choice of assessment tasks and formats.
- Fostering a sense of connection and community amongst learners from all backgrounds.
- Addressing, as appropriate, different learning needs and approaches within the diverse student body.
- Communicating the value of student diversity in the learning context and the benefits of learning from different individual and cultural viewpoints and perspectives.
- Including curriculum content, teaching approaches and learning activities drawing upon, and relating to, indigenous, inter-cultural and international perspectives.
- Creating positive and respectful learning environments that engage learners from a diversity of backgrounds.
- Modelling respectful and culturally competent interactions with students.
- Using examples, case studies and resource materials that draw on cross-cultural comparisons.
- Including materials and learning experiences which draw upon information (including students' own experiences and backgrounds) relating to other countries and cultures relevant to the area of study.
- Demonstrating and fostering respect for student diversity in all its forms (e.g., religion, sexual orientation, ethnicity and cultural backgrounds) in formal teaching settings and in the curriculum.

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2. Develop an expanded view of the world:

Our learning experiences are designed to provide opportunities that challenge student assumptions that lead to their interpretations, beliefs, and points of view. Our students are encouraged to use self-reflection and critical thinking to question their own underlying assumptions and to consider multiple perspectives and viewpoints beyond that of their own.

Indicators for demonstrating this principle include:

- Communicating to students the value of critical thinking and self-reflection skills.
- Developing student critical thinking and self-reflection skills.
- Including diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assessment tasks.
- Designing tasks/activities/assessments that encourage students to examine the strengths and weaknesses of their own views on a topic or issue.
- Encouraging students to form new ideas or understanding from various pieces of information.
- Creating a learning environment where students feel safe to express their opinions.
- Encouraging students to better understand alternative views by imagining how an issue looks from a range of perspectives.
- Encouraging a culture of risk taking where students feel safe to explore new ideas and ways of viewing the world.
- Exposing students to a range of epistemologies and ontologies.
- Making students aware that the questioning of paradigms is central to the development of knowledge.
- Training students in the research skills of disciplines, while making them aware of the possibilities for and challenges in interdisciplinary and multidisciplinary research.
- Designing tasks/activities/assessments that encourage students to think systematically and critically, consider all aspects of a problem, question their own assumptions and examine each element in its wider context.
- Employing Socratic questioning techniques that deeply probe or explore the meaning, justification, or logical strength of a claim, position, or line of reasoning.
- Providing students with structured opportunities for dialogue and reflection where personal reflections may deepen through being challenged by new, opposing or alternative propositions.

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3. Demonstrate relevance and alignment:

Our learning experiences are designed to have a clear purpose and relevance achieved by aligning content, learning activities, feedback and assessment with learning outcomes. Our students are provided with opportunities to link what they learn to their own experiences, the workplace and the wider world.

Indicators for demonstrating this principle include:

- Providing learning outcomes that are achievable, measurable and appropriate for the discipline and level of study.
- Clearly aligned assessment criteria with the learning outcomes they are assessing.
- Availability of assessment criteria to students prior to assessment items being submitted for marking.
- Designing tasks/activities/assessments that connect students' subject knowledge and ideas to their prior experiences and knowledge.
- Evidence that learning materials and activities are aligned with students' educational and career aspirations.
- Alignment of activities and assessment with an overarching pedagogy that is clear and explained to students.
- Carefully sequenced learning experiences that support student understanding and active student inquiry.
- Demonstrating the relevance and significance of curriculum content and learning activities to professional, discipline, real world, and/ or personal contexts.
- Providing learning experiences that emulate professional and disciplinary practice or address authentic professional and disciplinary practice problems.
- Enabling students to see the relevance of research to current practice through exposure to experienced practitioners, case experiences, field trips and other learning experiences.
- Designing tasks/activities/assessments that connect students' learning to societal problems or issues of social, cultural, environmental or economic significance.
- Providing illustrations from professional or discipline-based practices to illustrate concepts, skills, and knowledge relating to the discipline.
- Opportunities for students to contextualise their learning by providing links between individual units and the broader program of study, and the relevance and application of their learning to the workplace, other contexts and the greater good.

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4. Encourage academic excellence and deep learning:

Our learning experiences are designed to reflect a commitment to academic excellence and foster deep approaches to learning. They are evidence-based and built upon research, innovation, evaluation, and review for continuous improvement.

Indicators for demonstrating this principle include:

- Clearly articulated objectives and expectations for tasks.
- Communicating high expectations to students.
- Making students aware of issues and policies relating to academic integrity.
- Providing exemplars and work samples so students know the standards that are expected.
- Designing valid and reliable assessment tasks which reward students for understanding, making connections, and applying critical thinking skills.
- Providing advice and early feedback to students at risk of poor performance.
- Explicitly bringing out the structure of the subject or discipline and encouraging students to make connections with (or challenge) what they already know.
- Encouraging students to express views, ask and answer questions, and allowing time and opportunity for this to occur.
- Implementing teaching and learning strategies that help students identify, refine and extend their understandings and examine the relationships between the key ideas and concepts underpinning the selected topic, problem or issue.
- Encouraging students to analyse an idea, experience, or line of reasoning in depth by examining its parts.
- Providing students with authentic learning experiences that take into consideration their context of practice, ways of learning, and experience in the world.
- Challenging students intellectually by providing activities requiring them to apply facts, theories, or methods to practical problems or new situations.
- Opportunities for students to make conceptual connections between their own subjects and other disciplines, ideally being able to study with students and scholars from outside their main subject area.
- Creating opportunities for students to reflect on the learning experience and apply their understandings to their own contexts, new topics, problems and issues.
- Providing timely and relevant feedback that can be used by students to build further knowledge and improve future learning or performance.

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5. Promote active engagement:

Our learning experiences are designed to nurture student engagement and challenge in their learning. Learning experiences encourage in students both intellectual and emotional engagement in their studies. By taking an active role in their learning, students are rewarded with a sense of achievement and growth.

Indicators for demonstrating this principle include:

- Designing activities and assessment that support students in becoming independent learners and to take responsibility for their own learning.
- Expectations for the level and nature of student engagement in activities are clear and unambiguous.
- Promotion of student autonomy and creativity by providing students with choice in the tasks and activities with which they engage.
- Using questioning skills which encourage student engagement.
- Demonstrating enthusiasm for teaching and learning.
- Fostering active participation and enthusiastic engagement in learning activities.
- Opportunities for students to monitor their own progress throughout their studies.
- Provision of a rich array of information and learning resources that allow students to engage with the latest disciplinary research, problems and scholarly communities in the field.
- Situating learning and assessment in real-life contexts with students being encouraged to make their own connections.
- Encouragement of student self-evaluation and peer-review - including opportunities for students to self-assess assignments.
- Challenging students intellectually by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers.
- Modelling and exemplifying for students the excitement of discovery and creativity in the exploration of ideas and the solution of significant and real problems.
- Ensuring that content is informed by current developments and new ideas in research and practice in the discipline.
- Movement beyond the provision of digital resources that revolve around direct instruction and more passive student activity, to engaging students deeply through inquiry-based, simulation-based and peer-based learning designs.

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6. Require collaboration and interaction:

Our learning experiences are designed to acknowledge learning as social and contextual. They are built with intentional opportunities for learners to interact and collaborate as a key part of their learning. Learning is feedback rich, builds relationships and offers ways of engaging with other learners and perspectives.

Indicators for demonstrating this principle include:

- Provision of activities to build trust and encourage a sense of community.
- Expectations for the level and nature of student collaboration and interaction are clear and unambiguous.
- Encouragement of both formal and informal interactions amongst all members of the learning community.
- Fostering of all three types of interaction: learner-instructor, learner-learner and learner-content.
- Facilitating regular interaction between students, students and staff, staff and staff, other scholars, practitioners in the field or community members.
- Opportunities for student to undertake team-based projects, work-integrated learning activities, and community-based projects.
- Designing activities/tasks/assessments that facilitate students to work collaboratively.
- Designing learning experiences that emphasise the interactive and social dimensions of learning, such as group-work and research-based assignments, in both real and virtual contexts.
- Evidence that collaborative and teamwork activities have been clearly thought out, well designed and explained to students.
- Appropriate (for the discipline and cohort) scaffolding of collaborative and teamwork activities.
- Variation in the type of collaborative activities (e.g., pair work, small teams, and large teams).
- Communicating to students the value of teamwork skills.
- Development of student team-building skills.
- Establishment of teamwork norms and expectations so that collaboration is respectful, all team members are given opportunities to contribute, and all opinions are heard.
- Development of robust group activities and assessments that do not depend upon individual team members for success.
- Use of assessment strategies that are equitable and incentivise working together as a team.

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7. Use technology to enrich and enable learning

Our learning experiences are designed to utilise existing and emerging technologies to enrich learning and provide opportunities to engage in new and meaningful ways. Technology should be used purposefully and must add value to the learning experience.

Indicators for demonstrating this principle include:

- Communicating to students the value of digital literacy skills.
- Developing student digital literacy skills.
- Encouraging the ethical use of technology and information resources in areas such as copyright, privacy, netiquette and academic integrity.
- Employing technology in accordance with appropriate learning theories and principles of good learning.
- Using technology to support student engagement and collaboration.
- Evidence that technology is employed as a critical component of the course/unit through being integrated into learning experiences rather than being simply an add-on.
- Movement beyond the provision of digital resources that revolve around direct instruction and more passive student activity, to engaging students deeply through inquiry-based, simulation-based and peer-based learning designs.
- Using technology to create learning environments that are flexible and adaptable to meet students' diverse needs.
- Designing or adapting tasks/activities/assessments to incorporate technology to promote meaningful learning.
- Using technology to support the creation of student-generated knowledge artefacts.
- Clearly stated expectations and guidelines for online behaviour, engagement and communications.
- Using technology to promote access and inclusion in accordance with Universal Design for Learning (UDL) principles.
- Designing web-based learning resources to be WCAG (Web Content Accessibility Guidelines) compliant.
- Reducing the reliance on Portable Document Format (PDF) and using more accessible and dynamic formats for providing content.
- Using technology to support and enhance student-student, student-content, and student-teacher interactions.

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