

Disaggregated and distributed models of student participation and course delivery and assurance of higher education standards

Thank you to all who responded to the Request for Information by the due date of November 2. In light of the responses received, the feedback gathered in workshops and discussions with stakeholder groups, further issues have been identified.

The focus of the task commissioned by the Office of Learning and Teaching and the Higher Education Standards Panel is on the development of a national awareness, informed by existing national and international practice, of the ways in which institutions can demonstrate to themselves and the regulator that their engagement in disaggregated and distributed modes of educational delivery and student participation for award courses meet the proposed Higher Education Standards Framework.

The key outcome for the project is guidance for HE providers on good practice that may be suitable as a Reference Point for the sector and in future iterations of the HES Framework.

Activities during 2014 – 2015 to achieve this outcome:

- Review of existing and developing practice
- Broad stakeholder consultation in person, at meetings and via websites and requests for information
- Forums to consult on and refine the formulation of advice for the HE Standards Panel

Key issues

1. How can providers demonstrate meeting the Higher Education Standards Framework for 'disaggregated' modes of educational delivery and student participation, such as:

- work integrated learning such as internships, placements, practicums, projects, study tours, industry sponsored programs
- individual learning plans, online learning

- units delivered by, or in collaboration with, other providers – internationally or in other sectors
 - credit requested for study in informal contexts such as continuing professional education, and in open access courses such as MOOCs?
2. What mechanisms are in use or under development to ensure “coherence” and integrity of learning outcomes in programs of study that contain disaggregated elements?

In these contexts:

- How are learning outcomes mapped and verified and robust assessment ensured?
 - How is consistency and equivalence ensured for RPL or credit transfer?
3. As the modes of student participation become more diverse and potentially more complex, what aspects of quality assurance and improvement will require systematic development and what, if any, are the implications for institutions in meeting standards?

Please incorporate reference to policy documents or web links that are informative in your response and **email to** oltfellowhstandards@bigpond.com

Use of information provided

This request for information is **not** part of the Higher Education Standards Panel’s formal consultation or feedback process and individual responses will not be shared with the Panel or any other agency.

The information provided will be used by the Research Fellow to inform the development of discussion papers as the basis of future consultative Forums for the project. All information will remain confidential and examples, where offered and used, will be de-identified in the discussion documents.