

Whose curriculum is it when you're seeking to meet the Higher Education Standards ?

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Context of the Debate:

- ▶ Both the standing and survival of Australian universities demands that they pursue the Higher Education Standards (HES), embedding them within their planned curricula and infrastructure.
- ▶ Paying lip service to the HES and interpreting them superficially is not an option.

HES

1 Student Participation, Attainment

- 1.1 Admission
- 1.2 Credit and Recognition of Prior Learning
- 1.3 Orientation and Progression
- 1.4 Learning Outcomes and Assessment
- 1.5 Qualifications and Certification

2 Learning Environment

- 2.2 Diversity and Equity
- 2.3 Wellbeing and Safety
- 2.4 Student Grievances and Complaints

3 Teaching

- 3.1 Course Design
- 3.2 Staffing
- 3.3 Learning Resources and Educational Support

4 Research and Research Training

- 4.1 Research
- 4.2 Research Training

5 Institutional Quality Assurance

- 5.1 Course Approval and Accreditation
- 5.2 Academic and Research Integrity
- 5.3 Monitoring, Review and Improvement
- 5.4 Delivery with Other Parties

6 Governance and Accountability

- 6.1 Corporate Governance
- 6.2 Corporate Monitoring and Accountability
- 6.3 Academic Governance

7 Representation + Information

- 7.1 Representation
- 7.2 Information for Prospective and Current Students
- 7.3 Information Management

Discussion Points:

- ▶ A curriculum should be more than a program of learning designed around achieving the HES
- ▶ Pursuit of the HES that is limited to a matter of compliance is a waste of time and opportunity

Discussion Points:

- ▶ Enacting a curriculum requires many players each with a responsibility for contributing to the achievement of the HES
- ▶ Students are not just the recipients of HES-driven curricula

Discussion Points:

- ▶ The dual aspects of internal pursuit of quality education through the HES and the external accountability of universities in reporting on the HES need to occur through strategies that are harmonious, sustainable and transformational.

Mapping of curriculum HES-related drivers