

CENTRE FOR THE STUDY OF HIGHER EDUCATION

ISSUES AND IDEAS IN HIGHER EDUCATION

International Trends in Academic Standards: Establishing external reference points for academic achievement

Dr Kerri-Lee Harris, CSHE , The University of Melbourne

Monday 28
September

12.30 - 2.00pm

Barbara Falk Room
1st Floor
CSHE
715 Swanston St
All welcome

To register please email
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Dr Kerri-Lee Harris has been a member of academic staff at the University of Melbourne since 2001 and joined the CSHE in 2004. Her research is associated with higher education policy development, with a particular focus on the development and evaluation of university teaching. Kerri-Lee has been involved in various projects for government, the Australian Learning and Teaching Council (ALTC), and other higher education institutions and organisations. She was a member of the project team that developed the 'Australian Higher Education Graduation Statement' proposal for the Australian government, and led projects to define selection criteria for the Carrick (now ALTC) Teaching Awards and Fellowships. In August 2009, Kerri-Lee prepared a report for AUQA on international trends in establishing the standards of academic achievement in higher education.

In response to a recent AUQA discussion paper on academic standards, universities across the country have been debating possible national approaches to academic standards. That is, to the development of explicit and externally-referenced systems for establishing the standards of graduate academic achievement.

It is timely, therefore, to consider approaches to academic standards in higher education systems beyond

Australian shores.

In higher education systems around the world, efforts are underway to focus attention on the nature, quality, and level of student learning. Much of this activity is international and features discipline-based groups collaborating to describe the learning most valued in their particular fields. National and institutional autonomy is paramount, yet there is widespread agreement

that university teaching and, importantly, university students and graduates, will benefit from greater clarity around learning outcomes.

This seminar will describe these trends, and will propose a conceptual framework that may inform the 'standards debate' more locally.