



## Common Learning Outcomes for Enabling Courses in Australia

*\* The term 'course' is used interchangeably with 'program' within this document*

**Knowledge:** students completing an Enabling course will have a knowledge of:

- university environments and expectations, requirements, academic conventions and ethical practice including academic integrity; knowledge of academic literacies; and may include some discipline specific and/or technical knowledge.

**Skills:** On completion of an Enabling course, a student will demonstrate:

- cognitive skills to understand, analyse, synthesise and critically evaluate information;
- information skills to find, retrieve and analyse information for use in academic contexts;
- communication practices to foster the exchange of knowledge and ideas within an academic context;
- academic literacy skills fostering the written communication of ideas, theories and analysis; and
- independent learning skills

**Application of knowledge and skills:** A student completing an Enabling course will demonstrate the application of knowledge and skills by:

- engaging with the university learning and teaching environment in an ethically and contextually aware manner;
- applying independent learning techniques to achieve their learning outcomes;
- using their developing critical thinking skills and broadening knowledge in particular contexts; and
- adopting student practices that meet their institutions' academic expectations

## **Benchmarking Framework for Enabling courses in Australia**

Non-award Enabling courses are crucial for students who have not gained entry to university for many reasons, including for those from disadvantaged or under-represented social backgrounds. As such, these courses continue to grow in importance as students seek alternative pathways into university study.

The majority of Enabling courses under consideration are based in universities which are self-accrediting bodies monitored by TEQSA through the Higher Education Standards Framework (<http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework>)

Using the HES as the framework, the following should be implemented in the provider university.

### **Quality assurance**

- Courses must be approved and accredited through the university of offer policies or TEQSA (HES Domain 5.1)
- Courses must be monitored and reviewed in accordance with the university of offer policy (Domain 5.3)
- Courses must have appropriate academic integrity processes in place in line with the university of offer policies (Domain 5.2)

### **Student participation and attainment**

- Admission requirements and processes are clear including requirements to progress to specific awards (Domain 1.1)
- Orientation is offered to all students and provided to assist all students in transition to Enabling studies (Domain 1.2)
- Student progression within Enabling is monitored and reported on, along with students' progression to awards with the university of offer (Domain 1.2)
- Alignment of student learning outcomes with assessment is appropriate and benchmarked with Enabling courses (Domain 1.4)
- Clear definitions around successful completion of Enabling (Domain 1.5)

### **Learning Environment**

- Clear alignment between university policy and practices in Enabling courses around facilities and infrastructure, students' wellbeing and safety, and students' complaints and grievances (Domain 2)

### **Teaching**

- Design of courses must be explicit in documentation, including theoretical underpinnings. Design should be accessible to expert review (Domain 3.1)
- Academic staff who teach in these offerings must have relevant qualifications and be exposed to leadership from a senior academic (Domain 3.2)
- The providers should be able to demonstrate that the learning resources are appropriate for an Enabling course (Domain 3.3)

### **Other**

- The providers should abide by all other university policies in relation to governance and information (Domains 6 and 7)