GRiffith Learning and Teaching Framework

Designing for Success

Enabling our students and graduates to achieve their full potential and thrive and succeed in an increasingly dynamic and connected social and work environment.
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Griffith University has developed an evidence-informed Learning and Teaching Framework designed to facilitate the learning and success of our students and graduates and underpin the ongoing transformation of our learning and teaching practice. The framework provides the basis for both Course and Program Design Standards to inform the choice, design and alignment of learning outcomes, learning activities and assessment tasks, as well as our digital and physical learning environment. Both our framework and design standards have been developed through a review of the scholarly literature, benchmarking against national standards and consultation with the University community.

We will use Course and Program Design Standards to support staff in the process of reviewing and refreshing existing programs and developing and designing new programs. Importantly, our Griffith Standards will ensure that our students experience a level of consistency and quality across the University. The development and implementation of Griffith design standards will be iterative and will be continuously reviewed to respond to strategic priorities or emerging affordances and technologies.
WHAT IS THE GRIFFITH LEARNING AND TEACHING FRAMEWORK?

The Griffith Learning and Teaching Framework brings together a number of strategic agendas that have often been understood and pursued separately. We consider that our framework will facilitate student and graduate success across the degree lifecycle by better supporting the accessibility, engagement and retention of diverse learners, enhancing the mental health and wellbeing of students, and building students’ personal and professional capability and social capital in support of their future employability.

A framework which explicitly focuses on ‘learning for success’ has the potential for offering us a common language and coherent practice narrative and guidance as to how these important agendas can be progressed efficiently, effectively and sustainably. In a real sense the Griffith Learning and Teaching Framework has benefits for both staff and students.

The Griffith Framework recognises that the degree program is the central organising unit for student learning and support. Our university-level aspirations for student success will only be meaningful, scalable and sustainable to the extent that they are owned and implemented by staff in schools and programs. Continuous improvement, a commitment to doing things better and differently, has always been an aspect of academic work, but our dynamic context requires more effective ways of translating our aspirations into practice. A defining feature of a Griffith degree should be a culture of practical evidence-based innovation and we should aim to position our staff as the initiators, rather than just the implementers, of innovation. To achieve this we need to create and sustain the local and institutional conditions for success and give staff the permissions, processes and tools to facilitate an ongoing process of whole-of-program quality enhancement and innovation. Our Program and Course Design Principles and Standards are a key element in this process of enabling and empowering continuous improvement.
Our Learning and Teaching Framework is informed by five mindsets or ways of thinking about our educational practice. These mindsets provide a foundation for the way in which we develop and implement our strategies for both student and staff success and underpin our eight educational principles for Program and Course design.

01
Program and Lifecycle Mindset
We collaboratively design with a whole-of-program approach to facilitating our student’s learning and success.

02
Collaborative Leadership Mindset
We facilitate a culture of collaborative leadership and an approach to planning and design that engages our key internal and external partners in the life of the program.

03
Feedback and Evidence-informed Mindset
We ensure our degree programs demonstrate a culture of feedback-rich and evidence-informed practice and use multiple sources of data to support the quality of student’s learning.

04
Design for Learning Mindset
We design our programs and courses to facilitate lifelong learning and develop future-capable graduates.

05
Interdisciplinary Mindset
We design our learning environments to facilitate productive and respectful synergies between disciplines.
As university educators we tend to think of ourselves as ‘teaching courses’ but students think of themselves as ‘doing a degree’, and thus, not surprisingly, the primary basis of students’ satisfaction with the University is their experience of their degree program. High-performing degree programs seek to actively understand their student’s evolution and development over the life of their degree and use this formative information to strengthen their learning, engagement and success in disciplinary-appropriate ways.

Facilitating student maturity: Lifecycle informed program and course design seeks to both respond to, and facilitate, student maturity and mastery. The practical implication of a lifecycle perspective is the understanding that students have different identity and learning-related needs at different stages, and that this ‘evolving learner maturity’ requires a corresponding matching in the design and culture of our learning environments. In this regard we can actively imagine our degree program as a process of supporting and facilitating students to make a series of successful transitions: transition towards (making good choices), transition in (making a strong start), transition through (building on early success), transition up and out (stepping up to professional roles) and transition back (continuing a learning and contributing relationship with the University).

In a related sense, a lifecycle-informed program considers ways to encourage students to consider their development from a lifelong perspective (e.g., clarifying both short and longer-term career goals and capabilities, moving beyond the traditional ‘student role’ and maturing towards roles of ‘learner and knowledge co-creator’).

Program-informed course design: We know that students learn more effectively and deeply in courses that are coherently aligned as part of a learning pathway which helps them build upon previous knowledge and progressively strengthens their skills and knowledge. Thus, optimising students’ learning involves program-informed design led by program teams, and undertaking ‘course design in the context of ‘program design’. We must therefore balance ‘collective custodianship’ of our students learning and success with ‘individual ownership’ of our courses.

A program and lifecycle mindset invites us to have collective sensemaking conversations about the ‘story of our degree program’.

- **Program Context:** What is the future context (e.g., industry, professional, social) in which our graduates will work, contribute and seek to be influential? What are the implications of this for how we approach their ‘higher education’?

- **Program Identity and Purpose:** What is the value proposition of this program? What difference are we seeking to make?

- **Program Narrative:** What core messages, qualities and values do we want to communicate and celebrate to our students and ourselves?

- **Program Culture:** How do we work and relate with our students and each other for greatest impact and mutual benefit? How do we evolve our working relationships over the student lifecycle?

- **Program Outcomes:** What are the fundamentals for our students to learn? What are the most effective ways for them to learn this?
We collaboratively design with a whole-of-program approach to facilitating our student’s learning and success.
We facilitate a culture of collaborative leadership and an approach to planning and design that engages our key internal and external partners in the life of the program.

**Academic Leadership**: The necessary focus is on leadership which encourages ownership and empowers staff to work collaboratively towards locally meaningful goals. A number of key academic leadership roles (e.g., Deans, Heads and Deputy Heads, Program Directors) need to work in partnership to proactively establish the strategic and cultural settings to assure the quality of programs, enable learning and teaching innovation and achieve strategic performance expectations for learning and teaching. Thus effective academic leadership requires regular ‘strategic conversations’ to ensure our thinking and action are aligned.

**Program Teams**, led by the Program Director, are a key primary vehicle for strengthening and broadening program leadership and building our capacity to deliver a coordinated and coherent student success strategy. Program Teams provide coordinated leadership at program level to develop, implement and evaluate evidence-informed strategies to improve students’ educational experience, retention and employability. A Program Team should aim to foster a success culture for all those who are involved in the design and delivery of the degree program (e.g., Course Convenors, sessional staff, students, learning and teaching professionals, library and learning professionals, industry, alumni).
This approach to leadership requires a commitment by the Program Team to working in partnership with each other and establishing a culture where collegial discussion and constructive collaboration are valued and encouraged between academic and professional colleagues and students. These partnerships need to reflect the collaborative values and culture required, not only to stimulate, but also to sustain, quality enhancement. In a real sense program teams are a practical expression of the core value of collegiality reimagined and reanimated for the strategic demands and opportunities of a 21st Century university. A collaborative and strategic leadership mindset invites us to have sensemaking conversations about the internal leadership of our degree program.

- **Quality Enhancement:** How are we leading and planning for quality enhancement and innovation in key areas (e.g., orientation and transition, employability, student success, communication, co-curricular enrichment)?

- **Sessional Staff:** What is our program-coherent approach to the selection, management, inclusion and development of our sessional academic staff?

- **Convenors as Leaders:** How do we support our Course Convenors to be leaders of their teaching teams and learning environments?

- **Central Elements:** How do we develop program-coherent partnerships with central University elements and staff in the design and delivery of services?

- **Staff Capability:** How are we coordinating staff participation in program/disciplinary-relevant development?

A second feature of a collaborative leadership mindset is establishing regular processes for outward-facing collaborative planning and design. An effective degree program builds and maintains mutually-beneficial partnerships with its strategic stakeholders to ensure a contextually engaged and industry infused learning experience for students. A collaborative and strategic leadership mindset invites us to have sensemaking conversations about the outward-facing leadership of our degree program.

- **Partnership-informed Understanding:** What are our mechanisms for ongoing authentic dialogue and research with external partners to establish the lifelong learning needs and preferred learning pathways of alumni, community, government, industry and prospective students?

- **Partnership-infused Learning:** How do we authentically engage with our industry and community partners in the co-design and/or co-delivery of learning?

- **Alumni:** How do we actively engage our alumni in the design, delivery and evaluation of learning opportunities and in facilitating our alumni to develop a mutually-beneficial lifelong relationship with the University?

- **Staff Capability:** How do we facilitate the recency and relevance of knowledge of our teaching staff? How are staff actively connected and engaged with their industry and profession?
Feedback and Evidence-informed Mindset

Put simply and assertively, ‘making a difference’ requires us to engage with evidence. Importantly, we seek to position continuous quality improvement as a defining aspect of the design of Griffith courses and programs. Systematic use of an integrated suite of evidence and practice-informed quality processes contributes to high-reliability learning environments. Data-informed practices enable us to better anticipate and prevent predictable challenges in the lifecycle of a program and using near or real-time data (e.g., analytics, feedback) allows us to quickly adapt to variations from expected standards. An evidence-informed mindset invites us to have collective sensemaking conversations with our program partners (e.g., students, staff and industry) about how we learn and innovate, renew our program and keep our practices fresh.

• Continuous Improvement: What practical and regular mechanisms for reviewing quality and facilitating innovation are incorporated into the degree program? What is our approach to evaluating learning and teaching interventions?

• Routinely Using Data: What types of data are systematically used (e.g., learning analytics, assessment outcomes, student experience, retention, graduate outcomes) to inform course design, delivery and continuous review?

• Empathic Understanding: How do we measure and understand our student’s experience and outcomes at key milestones over the lifecycle of their degree? How do we use this information to develop an empathic approach to enhancing quality and facilitating innovation?

• Routinely Using Scholarly Evidence: How is scholarly evidence regarding effective learning and teaching in the discipline routinely used to inform course and program design?

• Mutual Feedback: What constructive processes do we have in place for seeking and providing feedback with our ‘program partners’ (e.g., students, staff and industry)? How do we routinely ‘keep our students in the conversation’?

• Professional Culture: How do we encourage the professional discipline of staff reflecting-on-practice using a range of data?

We ensure our degree programs demonstrate a culture of feedback-rich and evidence-informed practice and use multiple sources of data to support the quality of student’s learning.
Future-capable Graduates: Increasingly our graduates will need to be *versatile learners* with the capacity to manage their own continuous learning, learn in a range of formal and informal modes and settings, collaborate across boundaries and perspectives, rapidly acquire new knowledge, skills and perspectives and positively respond to challenge and failure. The increasing expectation is that our graduates will not only be knowledgeable but also capable and adaptive. Research tells us that learning transfer is enhanced when the environment in which we learn matches the environment in which we will subsequently perform or are required to demonstrate our skills. Thus, key to our graduates successfully adapting to new career roles, life circumstances and social challenges, is connecting university and workplace learning. We need to ‘design for transfer’ by providing meaningful opportunities for the types of learning, inquiry, adaptation and contributions our graduates will undertake in their future workplaces and communities.

From this perspective, with ‘learning how to learn’ as the higher order capability, we will need to clarify and sharpen our University narrative about the *fit-for-purpose graduate attributes* that will be required for success. In this regard, aspirations such as ‘educating for employability’ are not just a matter of developing our student’s ‘readiness for work’ but, more broadly, developing their repertoire of transferrable skills, disciplinary identity and capability and professional social capital so they are able to successfully manage their careers, contribute to the community and adapt to change by engaging in lifelong and life-wide learning. It is both a matter of opportunity and necessity that we enrich our ideas about ‘graduateness’. The *ideas of being ‘future-capable’ and ‘learning to succeed’ are contemporary value propositions* that we can confidently offer to our students, and to our constituents more generally, and allows us to provide a future-focused response to the question: What is the distinctive worth of a Griffith University education?

Future-capable Educators: A learning environment that equips students with the dispositions and capabilities to succeed and thrive needs to be intentional and systematic: we will need to be quite deliberate in stepping up to the challenge of developing future-capable graduates. We appreciate that a university educators’ work is increasingly complex and multidimensional and we want all Griffith educators to both feel capable and confident to optimally support the learning and success of our students. Importantly, we also *need to become future capable educators ourselves*. While we assume that all our educators are disciplinary and subject-matter experts, we also know that the increasing focus on active and engaging pedagogies and digital technologies requires us to bring to bear a wider range of roles and capabilities (e.g., designing, explaining, facilitating, leading, evaluating). In particular, the contemporary university educator is focused on ‘student learning’ more than ‘teaching delivery’. In this sense, *a future-focused education increasingly requires our educators to be designers of their learning environments and leaders of their learning communities.*
A design for lifetime learning mindset invites us to have sensemaking conversations about the approach to and culture of learning in our program:

- **Our identities as university educators** What is our idea of the appropriate role(s) of a contemporary university educator? How do we position ourselves in relation to our learners (e.g., teacher-student, master-apprentice, leader-participant)?

- **Our relationships with our students** How do we position our students (e.g., as customers, students, partners, co-creators, etc)? What opportunities do we provide for our students to step up to citizenship, leadership and complexity?

- **Our commitment to developing future-capable learners** How does our program lay the foundations (attitudes, skills, etc.) for lifetime learning? How do we operationalise ‘future-capable graduates’ in the context of our profession or discipline?

- **Our capacity to recognise and develop capability** How does our program recognise ‘prior learning from broader contexts’ (e.g., life and work experience)? How does our program explicate and recognise learner’s development of ‘key capabilities’ over the degree program? What continuing ‘learning relationships’ do we have with our graduates and alumni?

- **Our educational brand** How do we present our program to the wider community? Are we a ‘traditional program’ or are we an ‘agile and responsive place to learn’? What range of ‘opportunities for learning’ do we offer (e.g., co-curricular, continuing professional learning, workplace learning)?

- **Our willingness to engage with complexity** What is the ‘breadth and depth’ of graduate capability that we aspire to facilitate? How inclusive and complex (e.g., interdisciplinary, transdisciplinary) are the world views and capabilities we encourage in learners?

We design our programs and courses to facilitate lifelong learning and develop future-capable graduates.
Our graduates will increasingly face complex and multi-faceted challenges (e.g., climate change, technological transformation, globalisation, social and community conflict) that are less amenable to traditional ways of understanding and working and require a versatile understanding and expertise based on both disciplinary depth and interdisciplinary breadth. Griffith Graduates will need to be both ‘knowledgeable and skilled in their discipline’ and able to ‘integrate knowledge across disciplines’ in order to navigate a dynamic future and creatively respond to real-world questions.

Our learning environments should thus encourage and develop our students to take a holistic view of challenges and opportunities, engage with diverse ideas and perspectives, work collaboratively with people across disciplines and professions and purposefully integrate different knowledges and methods to solve problems.

Interdisciplinary learning has increasing value and relevance for developing our graduates’ professional capability and employment prospects. Through intentional exposure to different ideas and approaches our graduates will be better placed as strategic innovators (develop new understandings arising from the confluence, contradiction or conflict between traditions; formulate novel responses to challenges and develop and expand new fields); boundary-spanning collaborators (demonstrate an open-minded willingness to appreciate difference and learn from each other; work in multi-professional teams) and future-capable problem-solvers (translate and apply different knowledge to complex situations; demonstrate integrative insights and capabilities).

We design our learning environments to facilitate productive and respectful synergies between disciplines.
An interdisciplinary mindset invites us to have *sensemaking conversations* about the **creative interfaces and synergies of our curriculum** and how these might drive the breadth and depth of our student’s learning:

- How do we develop a program narrative that effectively describes a ‘versatile’ (breadth and depth) approach to graduate capability?

- How do we design our degree programs to provide opportunities for our students to engage in multidisciplinary learning?

- How do we enhance our graduates’ career and employment prospects through multidisciplinary and interdisciplinary learning?

- What are the strategic opportunities for interdisciplinary learning within and across degree programs? What are some easy starting points?

- How will we progressively introduce students to interdisciplinary approaches across the degree lifecycle?

- What might be the strategic interdisciplinary mix of closely-related disciplines (e.g., different physical sciences) and under-explored or unusual alignments (e.g., arts and sciences, physical and social sciences) in the degree program?
One of the challenges in large-scale transformational change is balancing *model coherence* (Do we have a clear and sensible educational vision?) and *model fidelity* (Is this authentically implemented within each disciplinary context?). Prescriptive approaches, particularly in cultures that espouse collegiality, typically result in passive aggressive or compliance-levels of engagement. Laissez-faire approaches, typically result in high-variability implementation and often simple denial. The University seeks to optimise both coherence and fidelity by endorsing a set of key design principles and for staff to be given the discretion to appropriately translate these in their local context. A discretionary ‘principled-based approach’ has the benefit of providing *assertive guidance* while at the same time facilitating local *ownership and judgement* as to how the Griffith Learning and Teaching Framework might be authentically expressed in the context of a particular degree or discipline.
WHAT ARE OUR EDUCATIONAL DESIGN PRINCIPLES?

Programs that seek to ‘build a culture of success’ need to be designed with rich ideas of capability (future capable graduates), organised to optimise student progress (flexible structures) and founded on positive and proactive working relationships between educators and students (partnership-based learning). This partnership foundation can then be built upon by designs and approaches that drive deep learning (engaging and empowering pedagogies) of a research-informed curriculum (scholarly inspired) which is intentionally linked to the wider context (locally and globally connected). Students learn in an environment which is systematically designed and scaffolded to support them to succeed to the best of their ability (learner-enabling design) and their learning is optimised, enriched and extended through fit-for-purpose digital technologies and timely educational insights and feedback (digitally-enabled learning).

We thus propose eight educational principles to inform a Griffith student-centred and learning-focused approach to education:

01 Future-capable Graduates
We provide our students with the optimal environment for mastering the personal, professional and disciplinary capabilities that will support their success in future life and work.

02 Flexible Program Structure
We organise our programs to optimise our student’s access, flexibility and choice.

03 Partnership-Based Learning
We work in partnership with our students to create collaborative learning environments.

04 Engaging and Empowering Pedagogies
We foster active, authentic and collaborative approaches to learning to build our students’ professional capability and confidence and cultivate their ability to learn effectively in work contexts.

05 Scholarly-Inspired Curriculum
We found our curriculum on evidence-informed knowledge and work to inspire our students to be curious about the process of developing new knowledge and applying this to positively impact others.

06 Locally and Globally Connected
We infuse our learning environments with the partnerships and perspectives of the wider context of work, culture, society and professional practice so that our students are actively engaging with, and meaningfully contributing to, the world outside of university.

07 Learner-Enabling Design
We optimise our learning environments to build our students’ capacity to confidently and capably manage their own learning and enable all of our students to succeed to the best of their ability.

08 Digitally-Enabled Learning
We enable our students to learn more flexibly and effectively through digitally-rich and integrated learning environments.

These educational design principles are further elaborated in Appendix 1.
Partnership-Based Learning
Locally and Globally Connected
Learner-Enabling Design
Digitally-Enabled Learning
Flexible Program Structure
Scholarly-Inspired Curriculum
Engaging & Empowering Pedagogies
Successful Students and Future-Capable Graduates

STRATEGIC MINDSETS
Program & Lifecycle Collaborative Leadership
Feedback & Evidence Design for Learning Interdisciplinarity

VALUED OUTCOMES
Successful Students and Future-Capable Graduates

GRIFFITH LEARNING AND TEACHING FRAMEWORK
A SYSTEMS PERSPECTIVE
HOW WILL WE TRANSLATE THIS INTO PRACTICE?

Practice Documentation
Each of our Design Principles is operationalised through Program and Course Standards (student-centred benchmarks of the experience we want to provide for our students) and elaborated by Exemplar Practices (descriptions of practices or activities that support each standard).

Educator Judgement
This is about design for learning not compliance. Clearly, Program Leadership Teams have the design discretion as to how standards will be achieved in their disciplinary context. There is no ‘one right way’ to enact a standard. Exemplars indicate ‘possible good practice’ and are not prescriptive.

Affirmation of Practice
We can be both proud of what we do and be willing to learn. This framework provides us with the opportunity to both identify possibilities for development and affirm aspects of our current practice. There is much that is effective and impactful in the current practice of Griffith educators.

Wholistic Approach to Design
Design for your learners and goals. Although each principle is separately described, they are connected and inform each other. All principles do not have to be operationalised or enacted in every course or class in a program in order to create an effective learning environment. Courses will vary the mix and extent of implementing these principles depending on circumstances and context. Once again educator judgment is important in designing locally impactful learning experiences.

Nested Levels of Design
Consider your areas of particular interest and influence. Consideration should be given to identifying the ‘learning pathways’ in a degree program (e.g., majors, specialisations, and courses which have interdependencies) and the extent to which these provide a coherent expression of the design principles. Convenors in these ‘nested areas’ can very usefully use the framework to facilitate a collaborative conversation about ‘designing for coherence’.

Collegial Design Conversation
We need to work and learn together. Our challenge is to ‘learn from each other’ and ‘join up’ our individual contributions and efforts into a coherent practice narrative which provides our students with a consistent learning experience which is well-aligned to their needs and aspirations.

Progressive Implementation
We need to be considered and intentional. This framework describes our aspirations for a transformative Griffith education but does not require us to undertake ‘radical and immediate change’. Implementation will be progressive and undertaken in alignment with our Program and Course renewal processes.

Evolution of our Aspirations
Higher education is not standing still. This is a ‘living framework’ and standards will be updated in the light of evolving practices, expectations and technologies.

Linkages and Resources
More to come. This a source document and a range of resource materials are being progressively developed to support translation into practice and professional learning.

Appendix 2 provides a summary of Program and Course Principles and Standards.

Program and Course standards and exemplar practices are outlined in companion documents: Undergraduate Program Design Principles and Standards and Course Design Principles and Standards.
HOW DO WE MOVE FORWARD?

It is important to say that there is no one right way to use this framework. We will have a range of legitimate responses. For some of us the framework might:

- Be familiar and represent an affirmation of our current practice.
- Suggest some possibilities for further investigation or experimentation.
- Make sense, but some elements, given our context, may seem to require too big a leap in our practice.
- Be challenging or problematic on philosophical or intellectual grounds.

Obviously personal reflection and conversation with our peers is a good starting point. What aspects do or don’t make sense? What is more or less applicable to our context? As always, don’t be too quick to dismiss ‘strange ideas’ and do seek out conversations with colleagues who just might disagree with you.

While we are proposing this framework as a ‘practice marker’ for Griffith courses and programs, we are not suggesting that ‘radical change’ or ‘starting from scratch’ is required. This is not an all-or-nothing scenario. Rather, what are the meaningful and practical first steps that you might make in your context? What ‘small but important changes’ might make a difference?

From an institutional perspective we will need to support our educators by establishing the settings for ‘safe experimentation’ and incentivising the necessary investment in professional learning and practice innovation. Interestingly, just as the future will require our graduates to ‘put their learning first’, so too are we on a similar professional and institutional trajectory.
APPENDIX 1

GRIFFITH LEARNING AND TEACHING FRAMEWORK

Overview of Design Principles
Future-Capable Graduates

We provide our students with the optimal environment for mastering the personal, professional and disciplinary capabilities that will support their success in future life and work.

We design our learning environments to systematically develop our students’ sense of themselves as future professionals and the skills and confidence to succeed in the future world of work. We know that students learn more effectively in programs that progressively build their identity, capability and confidence across a coherent future-focused curriculum. We design curriculum that balances:

• professional and disciplinary capability
• interdisciplinary and global perspectives
• employability and career readiness
• capabilities and motivations for lifetime learning and innovation
• wellbeing
• intercultural sensitivity and respect
• a capacity for civic contribution.

We want all Griffith programs to intentionally focus on developing future-capable graduates who are able to contribute and thrive in times of change.

Flexible Program Structure

We organise our programs to optimise our student’s access, flexibility and choice

We design our learning environments to enable our students to make informed and timely choices about their pathways to success. We know that students learn more effectively in environments which intentionally facilitate their progression and provide flexible ways to undertake their university studies. We are better able to facilitate the access to higher education of students from diverse backgrounds and learning journeys by providing a range of entry pathways. We want all Griffith programs to optimise their flexibility in support of student success.

Partnership-Based Learning

We work in partnership with our students to create collaborative learning environments.

We design our learning environments to optimise working relationships between staff and students. We know that students engage and learn more effectively in environments which are safe and respectful, where people feel they are treated fairly, where differences are acknowledged and accepted and where they feel they belong. We also know that students report higher levels of engagement and satisfaction when they are positioned as active partners in the design, delivery and evaluation of their courses. We want all Griffith courses to reflect partnership learning cultures which facilitate our students’ intellectual growth and confidence, wellbeing and sense of connection.
Engaging and Empowering Pedagogies

We foster active, authentic and collaborative approaches to learning to build our students’ professional capability and confidence and cultivate their ability to learn effectively in work contexts.

We design our learning environments to engage our students as active participants in their own learning and in developing solutions to the local, national and global challenges relevant to their discipline and their future life and work. We know that students learn more effectively when they actively engage with authentic tasks that they perceive to be personally meaningful and have practical and relevant application.

We design our learning environments to foster communities and networks of learners because we know that students engage and learn more effectively in learning environments where they are actively connecting, collaborating and communicating with each other on tasks relevant to their success. We want all Griffith courses to incorporate well-designed engaging and empowering learning and assessment activities which help our students strengthen their sense of purpose, apply their skills, stretch and deepen their learning, and build their professional confidence and capability.

Scholarly-Inspired Curriculum

We found our curriculum on evidence-informed knowledge and work to inspire our students to be curious about the process of developing new knowledge and applying this to positively impact others.

We design our learning environments to inspire our students to appreciate the process of developing new knowledge and applying this to positively impact on others. We know that students learn more effectively in environments where educators are passionate and enthusiastic about their field and model the processes of curious inquiry and continuous learning. We want all Griffith courses to be research-informed to provide opportunities to develop our students’ critical thinking and analytic capabilities and to inspire and model for them that ‘higher education’ is the valuable synergy of research, teaching and practice.
Locally and Globally Connected

We infuse our learning environments with the partnerships and perspectives of the wider context of work, culture, society and professional practice so that our students are actively engaging with, and meaningfully contributing to, the world outside of university.

We design our learning environments so that they connect with, are informed by, and are mutually beneficial for the wider context of work, culture, society and professional practice. We know that students learn to both broaden their perspectives and integrate theory and practice through experiences that systematically and critically bring together the perspectives, experiences and knowledge of a range of local, national and international partners (alumni, government, industry and community). We want all Griffith courses to be designed and delivered in partnership and provide the opportunity for our students to feel that they are actively connecting with and contributing to the world outside of university.

Learner-Enabling Design

We optimise our learning environments to build our students’ capacity to confidently and capably manage their own learning and enable all of our students to succeed to the best of their ability.

We design our learning environments to build our students’ capacity to confidently and capably manage their own learning, and help all our students succeed. We know that students more effectively learn to be self-managing and to work independently in environments that give explicit attention to process (how students learn) as much as content (what students are learning) and reflect the principles of universal and accessible design for learning. We want all Griffith courses to be designed to optimise student success by providing well-structured processes, timely resources and a positive culture that support students to engage, learn, persist and progress.

Digitally-Enabled Learning

We enable our students to learn more flexibly and effectively through digitally-rich and integrated learning environments.

We design our learning environments to optimise the quality, flexibility and accessibility of our students’ learning. We know that students learn more effectively in digitally-enabled environments that offer regular opportunities to develop their ‘digital fluency’, test their ‘intellectual independence’ and be productive ‘digital members and contributors’ of their programs and courses.

We want all Griffith courses to incorporate a rich mix of learning and workplace-relevant digital technologies and tools which provide our students with useful insights and support, and help them develop the digital and data fluency required in their future workplaces.
APPENDIX 2

GRIFFITH LEARNING AND TEACHING FRAMEWORK

Overview of Program and Course Design Standards
FUTURE-CAPABLE GRADUATES
We provide our students with the optimal environment for mastering the personal, professional and disciplinary capabilities that will support their success in future life and work.

- **Professional Identity and Capability** - Students experience a program that systematically develops their sense of themselves as future professionals and the skills and confidence to succeed in the workplace
- **Employability and Career Readiness** - Students experience a program that progressively builds their employability and career readiness for the changing world of work
- **Innovation and Enterprise Capability** - Students experience a program that enhances their skills for experimenting with new ideas and developing innovative services and products that can benefit others
- **Lifetime Learning** - Students are supported to manage their own learning, develop the capabilities and motivations for lifetime learning and thriving in times of change
- **Mental Health and Wellbeing Literacy** - Students experience a program climate that demonstrates concern for their positive mental health and wellbeing and enhances their capacity for self-care and resilience
- **First Peoples** - Students experience a program that enhances their capacity to work respectfully, skillfully and purposefully with First Peoples in professional contexts
- **Global and Interdisciplinary Perspectives** - Students experience a program that develops their capacity to work with diverse groups and perspectives to solve real world challenges
- **Civic Responsibility** - Students experience a program that strengthens their capacity for positive influence as citizens or leaders

FLEXIBLE PROGRAM STRUCTURE
We organise our programs to optimise our students’ access, flexibility and choice.

- **Choice** - Students experience a program that facilitates their progression and their capacity to make informed choices about study
- **Flexible study** - Students experience a program that provides flexible ways to undertake their university studies
- **Flexible entry** - Students experience a program that facilitates entry from diverse pathways and backgrounds
## PROGRAM DESIGN STANDARDS

### PARTNERSHIP-BASED LEARNING

We work in partnership with our students to create collaborative learning environments.

- **Partnerships between Staff and Students** – Students experience a program that values their voice, feedback and contributions and provides multiple opportunities for students to engage with educators.

- **Partnerships between Students** – Students experience a program that demonstrates a commitment to building positive and helpful relationships between student peers.

### ENGAGING AND EMPOWERING PEDAGOGIES

We foster active, authentic and collaborative approaches to learning and assessment to build our students’ professional capability and confidence and cultivate their ability to learn effectively in work contexts.

- **Active Learning and Assessment** – Students are positioned as active participants in their own learning across the program.

- **Authentic Learning and Assessment** – Students engage with the ideas and challenges that they will encounter in their current and future life and work.

- **Collaborative Learning and Assessment** – Students actively connect, collaborate and communicate with each other and wider knowledge networks on tasks relevant to their success.

- **Professional Judgement** – Students experience a program that develops their capacity for self and peer judgement.

### COURSE DESIGN STANDARDS

- Students experience a learning environment that supports them to effectively communicate, collaborate and learn from educators and each other. *(Foundational)*

- Students understand that the educator continuously improves the course in response to student feedback. *(Foundational)*

- Students are engaged as active collaborators and contributors to course review and enhancement. *(Enhanced)*

- Students experience an intentional and appropriate balance of active, authentic and collaborative approaches to learning and assessment. *(Foundational)*

- Students engage in assessment and feedback that develops their capacity for self and peer judgement. *(Enhanced)*

- Students engage in assessment and feedback that emphasises their capacity for innovative thinking and professional problem solving. *(Enhanced)*
**SCHOLARLY INSPIRED CURRICULUM**

We found our curriculum on evidence-informed knowledge and work to inspire our students to be curious about the process of developing new knowledge and applying this to positively impact others.

<table>
<thead>
<tr>
<th>Scholarly Curriculum</th>
<th>Students are engaged in examining the research evidence and/or professional knowledge that underpins current understanding of their discipline. <em>(Foundational)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Culture</td>
<td>Students experience a program that fosters their awareness of the relevance of university scholarship (e.g., pure and applied research, consultancy) and the roles that can be played by university staff in the broader community (e.g., public scholar, industry advisor, expert commentator)</td>
</tr>
<tr>
<td>Scholarly Practice</td>
<td>Students develop their disciplinary based research skills and understanding of the research practices of their discipline by engaging with authentic research activities. <em>(Enhanced)</em></td>
</tr>
</tbody>
</table>

**LOCALLY AND GLOBALLY CONNECTED**

We infuse our learning environments with the partnerships and perspectives of the wider context of work, culture, society and professional practice so that our students are actively engaging with, and meaningfully contributing to, the world outside of university.

<table>
<thead>
<tr>
<th>Industry Informed</th>
<th>Students experience a program informed by contemporary and future-focused industry concepts and practices. <em>(Foundational)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected Learning</td>
<td>Students are provided with intentional opportunities to engage with, learn in, and/or contribute to, industry and community settings.</td>
</tr>
<tr>
<td>Alumni Partnered</td>
<td>Students experience a program that actively values and partners with its graduates and alumni</td>
</tr>
<tr>
<td>Culturally Connected Learning</td>
<td>Students experience a program that demonstrates a commitment to diversity, equity and inclusion and provides opportunities to develop intercultural, international and global capabilities</td>
</tr>
<tr>
<td></td>
<td>Students experience a course informed by contemporary industry concepts and practices. <em>(Foundational)</em></td>
</tr>
<tr>
<td></td>
<td>Students are provided with opportunities to engage with international and global perspectives. <em>(Foundational)</em></td>
</tr>
<tr>
<td></td>
<td>Students have the opportunity to actively engage with alumni, industry or community partners. <em>(Enhanced)</em></td>
</tr>
</tbody>
</table>
**PROGRAM DESIGN STANDARDS**

**LEARNER-ENABLING DESIGN**
We optimise our learning environments to build our students’ capacity to confidently and capably manage their own learning and enable all of our students to succeed to the best of their ability.

- **Program Coherence and Alignment** – Students experience a program that facilitates their progressive building of knowledge, understanding and skill
- **Program Assessment** – Students experience a program that systematically employs assessment to optimise their engagement, learning and capability
- **Designing for Early Success** – Commencing students are systematically supported to engage, learn and persist
- **Data-informed Success** – Students’ learning and success are supported through proactive and evidence-informed use of data and feedback

**DIGITALLY-ENABLED LEARNING**
We enable our students to learn more flexibly and effectively through digitally-rich and integrated learning environments.

- **Digital Capability** – Students experience a program that demonstrates a coordinated approach to developing their digital capabilities and optimising the quality, flexibility and accessibility of their learning
- **Professional Digital Fluency** – Students experience a program that provides systematic opportunities to progressively develop the digital and data fluency required in their future workplaces

**COURSE DESIGN STANDARDS**

- Students experience a course which clearly aligns learning goals, activities and assessment. *(Foundational)*
- Students are supported through all stages of the assessment lifecycle. *(Foundational)*
- Students are provided with materials and resources that adhere to Griffith’s accessibility guidelines. *(Foundational)*
- Students are provided with support and feedback informed by digital data to positively enhance their learning, success and well-being. *(Enhanced)*
- Students are helped to understand how they are learning and how to improve their learning. *(Enhanced)*

- Students are supported to effectively engage with digital resources to facilitate their learning. *(Foundational)*
- Students experience a digitally rich learning environment. *(Enhanced)*
- Students experience a course that provides systematic opportunities to progressively develop the digital and data fluency required in their future workplaces. *(Enhanced)*