

## Council of University Leadership in Learning and Teaching (CAULLT) ACCORD DISCUSSION PAPER RESPONSE

The Council of University Leadership in Learning and Teaching (CAULLT) is Australia's peak body for learning leaders in university and whose mission is to promote and advance research, policy and practice as it relates to the leadership, management and development of higher education learning and teaching. It represents Higher Education providers in Australia and New Zealand and seeks to support learning leaders and emerging leaders in their role as strategic and effective promoters of quality academic practices within their institutions and in the wider university education sector.

CAULLT Executive Committee outlines here specific feedback to the Australian Universities Accord questions of *"What reforms are needed to promote a quality learning environment and to ensure graduates are entering the labour market with the skills and knowledge they need ?(Q.8)"*, *"How should better alignment and connection across Australia's tertiary education system be achieved? (Q.17)"*, and *"What reforms are needed to ensure that all students have a quality student experience? (Q.39)"*.

The CAULLT Executive Committee believes a more specific, agreed definition of quality in relation to graduate learning outcomes is needed. Increasing participation is problematic if the education and support systems to encourage that participation are inadequate. Focus must be given to identify key work ready plus capabilities<sup>1</sup>, and ensuring that knowledge, skills and their assessment are relevant to Australia's social, cultural, economic, and environmental future. Our graduate learning outcomes are currently generic across institutions, and so a more comprehensive, observable, and validated profile of key graduate capabilities would be required. Implementing these would be challenging and would require learning leadership capacity that is currently lacking and needs support. Preparing students for the future of work and society so that they are responsible citizens, requires fit for purpose learning leaders who are able to change so that our students become sustainability literate, change implementation savvy, inventive, and able to leverage the opportunities that disruptors such as Generative Artificial intelligence bring.

CAULLT Executive Committee recommends the development of a cohesive sectoral framework for professional capability. Such a framework should include reference to capability standards expectations VET and HE educators, including those leading learning reforms. CAULLT has expertise in developing such frameworks to do this sector wide, Taxonomy for Credentialing Australasian University Educators (TCAUE) which provides a developmental and credentialing pathway from Associate through Foundation to Advanced University Educators.

The CAULLT Executive Committee supports the reform of teaching qualification requirements for vocational and higher education, which are currently inconsistent. Vocational teachers are required to hold dedicated adult teaching qualifications, while there is no such requirement for higher education other than AQF+1. This poses a risk to the quality of outcomes and reduces the capacity to support higher education students. Consideration should be given to moving to a requirement for all higher

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<sup>1</sup> Scott, G. (2019). Preparing work ready plus graduates for an uncertain future. In J. Higgs, G. Crisp, & W. Letts (Eds.), *Education for Employability. Volume 1, The Employability Agenda* (pp. 107-118).  
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education staff to hold a minimum level of Foundation University Educators (TCAUE) with a teaching-related qualification.

The CAULLT Executive Committee supports increased investment in learning research and scholarship, to inform practice in a diverse and rapidly changing environment. This includes resourcing awards that recognize excellence and help to promote the reputation of high-quality teaching practice to drive innovation. It also supports targeted sector-wide research into higher education practice, which was the remit of the now demised Office of Learning and Teaching, and building on the legacy of the [Learning and Teaching Repository](#).

The CAULLT Executive Committee recommends investment into initiatives that promote the sharing of good learning and teaching practice across VET and HE. At present, guidance on good practice is sporadic and dispersed; a central database/repository covering VET and higher education research and scholarship would support a consolidated approach and an agreed capability standards framework.

Without investment in learning and teaching, particularly in building the capacity of learning leaders, it will not be possible to achieve many excellent outcomes for students. A capable, confident, informed and supportive learning and teaching workforce is essential and requires investment and attention to promote and sustain the highest standards.

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