Cover

Taxonomy for Credentialing Australasian University Educators

CERTIFIED PROFESSIONAL LEARNING IN HIGHER EDUCATION

Maree Dinan-Thompson, Andrea Lynch, Gill Cowden, Simon Bedford, Liz Branigan, Lisa Cary, Shannon Johnston, Ann Luzeckyj and Gina Saliba

Project Sponsored by CAULLT

Taxonomy for Credentialing Australasian University Educators

Taxonomy for Credentialing Australasian University Educators

Certified Professional Learning in Higher Education

Maree Dinan-Thompson; Andrea Lynch; Gillian Cowden; Simon Bedford; Liz Branigan; Lisa Cary; Shannon Johnston; Ann Luzeckyj; and Gina Saliba

James Cook University

To cite this work:

Dinan-Thompson, M., Lynch, A., Cowden, G., Bedford, S., Branigan, L., Cary, L., .Johnston, S., Luzeckyj, A., & Saliba, G. (2022). *Taxonomy for credentialing Australasian university educators: Certified professional learning in higher education.* James Cook University. https://jcu.pressbooks.pub/tcaue

Contents

Acknowledgement of Country

James Cook University is committed to building strong and mutually beneficial partnerships that work towards closing the employment, health and education gap for Australian Aboriginal and Torres Strait Islander peoples. Our students come from many backgrounds, promoting a rich cultural and experiential diversity on campus. We acknowledge the Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the Australian lands and waters where our staff and students live, learn and work. We honour the unique cultural and spiritual relationship to the land, waters and seas of First Australian peoples and their continuing and rich contribution to James Cook University and Australian society. We also pay respect to ancestors and Elders past and present.

Kassandra Savage (JCU Alumni), 'Coming Together and Respecting Difference', acrylic on canvas, 2014, 90cm x 90cm. © Kassandra Savage, reproduced with permission of the artist.

3

Project Details

Taxonomy for Credentialing Australasian University Educators

(TCAUE)

Investigating Learning and Teaching Frameworks and Credentialing for Professional Learning in Higher Education

The Taxonomy for Credentialing Australasian University Educators (TCAUE) recognises and values the role that educators have in student learning, and makes transparent the pathways for personal and professional development. As an Australasian credentialing framework, it is underpinned by regulatory requirements, is aligned to qualification and micro-credentialing frameworks, and permits university contextualisation and portability.

CAULLT

Council of Australasian University
Leaders in Learning and Teaching

The Taxonomy for Credentialing Australasian University Educators (TCAUE)

Summary

The Taxonomy for Credentialing Australasian University Educators (TCAUE) is inspired by the original work of Chalmers (2007), Chalmers and Gardiner (2015), the CAULLT Professional Recognition and Development Research survey (2019), and a review of literature (Dinan-Thompson, Bajema & Cowden, 2021), all of which reinforced the need for a recognition framework to drive and reinvigorate teaching excellence in universities.

The TCAUE recognises and values the varied roles that educators have in student learning, and makes transparent the pathways for personal and professional development. As an Australasian credentialing framework, it is underpinned by regulatory requirements, is aligned to qualification and micro-credentialing frameworks, and permits university contextualisation and portability.

The taxonomy is written from the standpoint that learning and teaching quality should be practice and evidence-based. It encompasses the full range of university educator roles, and learning and teaching contexts/communities. Educator profiles of Associate University Educator, Foundation University Educator and Advanced University Educator have been established to outline descriptions of practice, and to recognise sophistication and advancement of knowledge, skills, application, and impact. These are indicative, and not intended to be prescriptive, nor exhaustive, in nature.

This is an inquiry-based model for scholarly practice, reflection and continuous improvement, which presents the Dimensions of Learning as Engage-Apply-Evaluate. The model is learner centred, aligns with the Australian Qualifications Framework's (AQF) Domains and Descriptors, and in the central positioning of reflection and continuous improvement brings to the forefront a focus on learner data, evidence-base, and impact. As educators in practice, users can replicate the model to build inquiry, exploration, and assessment into their learning and teaching.

The taxonomy describes Six Essential Focus Areas, which have been identified from research and survey data (aligned with professional learning frameworks and resources currently utilised in university foundation programs). The final section of the taxonomy presents the Australasian University Educator's Credential Outline. Institutions complete the Credential Outline to assure consistency, transparency, credibility, and portability in the utilisation of the taxonomy. Each institution may customise the Credential Outline to meet its individual needs and values.

1

Background

This project is funded by the Council of Australasian University Leaders in Learning and Teaching (CAULLT). CAULLT is a lead organisation and advocacy association for academic development in Australian and New Zealand. The project extends the work of the CAULLT sponsored "Contemporary Approaches to University Teaching" project (2017), and the Professional Recognition and Development Research survey (2019).

The original project goals were to:

- Create a micro-credential taxonomy for foundations of learning and teaching utilising the CAULLT benchmarking survey results.
- Utilise the Innovative Research Universities (IRU) in a pilot study for the taxonomy's implementation.
- Establish a CAULLT Advisory Committee to monitor the taxonomy across institutions.
- Produce a micro-credential-based taxonomy for foundations of learning and teaching adaptable for higher education providers in Australia and New Zealand.

Following a review of literature and educational frameworks, the project was revised, expanded, and improved, as explained in the following chapters.

2

Introduction

University educators make significant contributions to student success. The Taxonomy for Credentialing Australasian University Educators (TCAUE) recognises and values the role that educators have in student learning, and makes transparent the pathways for personal and professional development. As an Australasian credentialing framework, it is underpinned by regulatory requirements, is aligned to qualification and micro-credentialing frameworks, and permits university contextualisation and portability.

The purpose of the TCAUE is to provide flexible, consistent, and portable educator professional development. The taxonomy is written from the standpoint that learning and teaching should be practice and evidence-based. It encompasses all educator roles, and learning and teaching contexts/communities. University educator roles include academic roles, part-time and sessional teaching, professional and technical positions, research supervision, clinical, laboratory, workshop, studio, field and work-based teaching, industry and advisory, and team-based contributions. In this sense, the taxonomy purposely uses the term 'practices or context of practice' to be inclusive of all educator work and the taxonomy aligns well with the Universities Australia S*tatement of Principles for Professional Development and Recognition of Educators* (Universities Australia, 2019).

The taxonomy presents University Educator Credentials in a recognition framework that comprises modularised and stackable components

The taxonomy presents University Educator Credentials in a recognition framework that comprises modularised and stackable components (such as micro-credentials) which align with AQF level 8 standards, and the Australian Government's *National Micro-credentials Framework* (Australian Government, 2021b). The TCAUE provides a high-level of flexibility, allowing individual institutions to offer micro-credentials tailored to the demands of university learning and teaching, and the specific needs and ambitions of individual educators.

The taxonomy responds to learner diversity and inclusion, Indigenous Peoples' of Australia and Māori and Pasifika Peoples' knowledges and experiences, and allows for local and global content and contexts. It positions educators as active learners who are engaged in contemporary and scholarly-informed essential focus areas. The Six Essential Focus Areas are learner-centred learning and teaching, general capabilities, technology-enhanced learning (TEL), learning outcomes and assessment, data and evaluation, and policy and governance. Providers operate within the framework to produce innovative and engaging ways for educators to enact the essential focus areas.

Dimensions of Learning are represented by the Engage-Apply-Evaluate model. It is an inquiry-based model for practice, reflection, and continuous improvement. The model is learner centred, aligns with AQF Domains and Descriptors, and in the central positioning of reflection and continuous improvement brings to the forefront a focus on learner data, evidence-base, and impact. As educators in practice, users can replicate the model to build inquiry, exploration, and assessment into their learning and teaching.

A culture of continuing scholarship is a fundamental characteristic of higher education (Australian Government, 2018a). In the context of the *[Higher Education Standards Framework (Threshold Standards) 2021](#)*, scholarship refers to:

…activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research. (Australian Government, 2018a, n.p.)

The TCAUE actively supports the sections of the Threshold Standards, (2021) concerned with scholarship. These are (in summary) engagement with advanced knowledge and enquiry, scholarship which informs course design, and scholarship that supports practitioners to develop and apply contemporary and relevant discipline-based learning and teaching practices. The TCAUE and the Threshold Standards have aligned intent with regard to individual activities. Further, Standard 3.1.2, "engagement with advanced knowledge and inquiry", as enabled by scholarship, is viewed "as a fundamental characteristic of higher education" (Tertiary Education Quality and Standards Agency, 2018a, n.p.).

At the provider level, the Threshold Standards apply across institutional, national and international frameworks, and also apply to cultural expectations and professional development. In an environment of scholarly activity, the Tertiary Education Quality and Standards Agency (TEQSA), expects evidence of different forms of scholarship. Engagement with the TCAUE demonstrates commitment to relevant, current, and sustainable professional development.

Development and Presentation of the Taxonomy

An initial literature review conducted in 2019 provided insights into the benefits, challenges, design recommendations, and key considerations to inform the development of a micro-credentialing taxonomy for university educators. In 2021, there was further investigation of these key considerations, supplemented by an expanded search of international frameworks, a review of recent reports and policy documents, and a scan of commercial websites and industry updates to assure currency.

The resulting TCAUE provides an Australasian learning and teaching recognition framework which offers a credential that is contextualised and transferable. The TCAUE has an overarching Principles Statement which underpins the taxonomy, three University Educator Profiles, and outlines dimensions for learning in Six Essential Focus Areas, which characterise quality teaching in higher education.

The taxonomy's statements and descriptors provide the guiding framework for institutions and educators. A Credential Outline is completed by all providers to assure consistency, transparency, credibility, and portability in the utilisation of the taxonomy. Each provider is expected to customise the Credential Outline to meet its individual needs and values.

The taxonomy's statements and descriptors provide the guiding framework for institutions and educators

The taxonomy positions learning and teaching as practice- and evidence-based to demonstrate impact on student learning and self-learning. It is a development- and capacity-building framework that outlines descriptions of practice for educator profiles, and values and recognises sophistication and advancement of knowledge, skills, application and impact. The descriptors are indicative, and not intended to be prescriptive, nor exhaustive in nature.

Ongoing and historic tensions around university teaching quality and professional standards have been considered in the reframing of this work. The development phase recognised that teaching quality standards are multifactorial and resource-intensive to assure consistency and moderation — interlinked with government surveys and reviews and shaped by national university-tertiary teaching awards programs in Australia and New Zealand. It was evident from benchmarking that university teaching quality standards are measured at institutional-level.

Each institution customises its professional learning and standards through university success indicators, and in the valuing of recognition and development pathways (for example, fellowships or professional certificates).

Although the taxonomy could be perceived as having embedded standards — due to the presentation of essential focus areas and educator profile descriptions — in practice its interpretation is specific to each institution, and the professional development needs and interests of each educator. The taxonomy has the flexibility to consider quality measures at subject/unit, course and institutional levels, and attests to learning and teaching as practice-based and impact-focused, as outlined in the following chapters.

The Principles Statement

The Principles Statement aligns with the *Higher Education Standards Framework (Threshold Standards) 2021,* Section 2.3., which has a "primary focus on supporting the wellbeing and promoting the safety of students…irrespective of their mode of participation" (Australian Government, 2018b, p. 1).

The TCAUE is underpinned by inclusive design for learning that responds to learner equity, diversity and inclusion, Indigenous Peoples' of Australia and Māori and Pasifika Peoples' knowledges and experiences, and allows for local and global content and contexts. As well as inclusive design for learning, the Principles Statement deliberately foregrounds inclusion and the expectation that educators are attuned to the diverse needs of students, and in particular, consider the ways in which their practice serves to include equity priority groups such as Indigenous learners, learners from regional and remote areas, and learners who are experiencing disability.

The TCAUE recognises Australian Aboriginal and Torres Strait Islander Peoples,' and Māori and Pasifika Peoples' scholarship and participation in higher education. It aims to improve professional development pathways for all educator roles in Australasian universities while promoting student and staff wellbeing and a positive experience for learners.

Terminology

This report uses the umbrella term Indigenous.

   The use of the term Indigenous has evolved through international law. It acknowledges a particular relationship of aboriginal people to the territory from which they originate. Indigenous Peoples have social, cultural, economic and political characteristics which are clearly distinct from those of the other segments of the national populations. (Australian Human Rights Commission, 2005, n.p.)

The term Pasifika Peoples is used in the Principles Statement and is applied in the same context used by the government of New Zealand, which is to describe the distinct group of people who have migrated from the Pacific Islands to Aotearoa/New Zealand.

Statement in Full

The full Principles Statement and its development are explained in this section. The Statement is as follows:

The Taxonomy for Credentialing Australasian University Educators (TCAUE) is underpinned by inclusive design for learning that responds to learner equity, diversity and inclusion, Indigenous Peoples' of Australia and Māori and Pasifika Peoples' knowledges and experiences, and allows for local and global content and contexts. Educators are expected to foster an environment of wellbeing and safety, critique scholarly literature, and regularly reflect on their own teaching practices (or context of practice), and its impact on student learning. Educators work constructively to assure collegial and respectful relationships, with and between, learners, colleagues, and leaders and educators from external

organisations.

Development of the Principles Statement

"Around the world, university teaching in the 21st century is enriched by the inclusion of Indigenous knowers – students and teachers – and Indigenous knowledges"
(Christie & Asmar, 2021, p. 260).

The diverse nature of learners and educators was considered in the development of the taxonomy and its Principles Statement. In an Australian context, the taxonomy's approach is one that includes Australian Aboriginal and Torres Strait Islander Peoples' practices and knowledges in action and takes into account place-based culturally specific and context-specific practices (Christie & Asmar, 2021). The enactment of the taxonomy intentionally takes place at institutional level to assure relevance and authenticity.

Higher education is reflective of a society in which Indigenous Peoples are both educators and learners

Higher education is reflective of a society in which Indigenous Peoples are both educators and learners. Therefore, each provider is expected to customise the content of its Six Essential Focus Areas, based on the advice of its Indigenous leaders. As an example, specific Indigenous knowledge frameworks could be examined, applied, and evaluated in the focus areas of general capabilities and/or policy.

Local and global content and contexts are developed through the work of educators in each essential focus area. Engagement, application, and evaluation in this area consider the needs of individual users and providers. There is much flexibility around engaging, applying, and evaluating local and global content and contexts, for example through comparative analysis of educational systems and practices, and by reflecting on current and future issues that impact on educational opportunities in Australia, New Zealand and globally.

Wellbeing, safety and respectful relationships are developed though fostering a safe environment, promoting wellbeing and positive environments, and working constructively to assure collegial and respectful relationships with and between learners, colleagues, leaders and educators from external organisations. The expectation for educators to foster an environment of wellbeing and safety aligns with the call for universities to provide safe and mentally healthy university settings which support learners to thrive educationally and personally. The *Australian University Mental Health Framework,* developed by the Orygen Institute (Orygen, 2020), provides principles, guidelines, and collaborative ideas to enable mentally healthy university settings that support learners to thrive educationally and personally.

Collegiality is included in the principles statement to recognise TEQSA's focus on positive learning experiences, for example: "developing capacity for academic leadership through collegiality" (TEQSA, 2019a, p. 3), and "modelling respectful behaviour" (TEQSA, 2020, p. 9). It also supports the requirements of the *United Kingdom Professional Standards Framework* (Higher Education Academy, 2011), and other frameworks for recognising and acknowledging capabilities in higher education. Collegiality and inclusion are particularly important for casual/sessional and part-time educators, as this cohort often experiences feelings of isolation, uncertainty, and a lack of access to professional development opportunities (Baik et al., 2018; Richardson et al., 2021).

Educator Profiles

The core educator profiles of Associate University Educator, Foundation University Educator, and Advanced University Educator have been established to outline descriptions of practice, and to value and recognise sophistication and advancement of knowledge, skills, application, and impact. These are indicative and not intended to be prescriptive, nor exhaustive, in nature.

The educator profiles were informed in part by the *United Kingdom Professional Standards Framework*, (Higher Education Academy [HEA], 2011), the work of Chalmers (2007), the *Academic Professional Development Effectiveness Framework* (Chalmers et al., 2012; Chalmers & Gardiner, 2015), common academic duty descriptors for academic work in universities, the common titling of foundation or induction programs, and other recognition pathways, such as the Higher Education Research and Development Society of Australasia (HERDSA) Fellowship Scheme. The profiles in the TCAUE blend the nomenclature from each of these frames in the selection of Associate, Foundation, and Advanced University Educator.

The term educator has been purposefully utilised to demonstrate the varied contributions that individuals make to student learning and success. The taxonomy recognises the roles that academic, sessional, professional and technical staff have in teaching and teaching quality, and it supports professional development for all educator roles.

Educators make valuable and
varied contributions
to learners' success

As noted by Richardson et al., (2021), it is important for providers to consider the motivations and future plans of full-time, part-time, and casual/sessional staff. Higher education providers in Australia and New Zealand are reliant on sessional (casual) teaching staff. It is estimated that around 60% of university teaching staff in Australia are employed on a casual/sessional basis, with some of these educators being employed for more than six years on a casual contract (Baik et al., 2018; Harris et al., 2020). In recognition of this, an experienced, long-term sessional staff member may comprise any of the taxonomy's three University Educator Profiles. Indeed, research in the area of educator profiles recognised the experience and diversity of casual/sessional staff; these include industry experts, freelancers, returning retirees, and university students (Beaton & Gilbert, 2012).

The mobility of casual/sessional staff across institutions has been accelerated by the recent increase in online modalities of learning, making recognition of achievement increasingly important for this cohort. The Credential Outline (see Chapters 14 and 15) includes sections that educators and institutions can refer to when considering cross-institutional employment opportunities, such as a customised provider statement, learning outcomes, a statement of articulation pathways, and the approved volume of learning. Although casual and sessional staff are included in the Associate University Educator profile area (see Table 1), it should be noted that the table offers examples only, as the TCAUE provides a basis for development, support, and recognition based on past achievement, provider customisation, and personal goals.

The taxonomy's three University Educator Profiles are summarised in Table 1.

Table 1. University Educator Profiles
Adapted from the United Kingdom Professional Standards Framework, 2011, pp. 4-6

Educator	Profile	Examples
Associate University Educators	Educators who are engaged in learning and/or teaching, and advisory or support roles, which may include guidance or support from experienced educators.	Staff new to university teaching, sessional staff, higher degree research students, learning advisors, library staff, laboratory and learning technologies staff, industry-based teaching personnel, workplace supervisors, and other third space professionals.
Foundation University Educators	Educators who are engaged in substantive learning and teaching design and practice, and/or senior learning advisory or support roles and are likely to be established members of one or more university learning and teaching contexts/communities.	Experienced full or part-time teaching staff, research staff, industry-based teaching personnel.
Advanced University Educators	Educators who demonstrate sustained influence within and across one or more university learning and teaching contexts/communities, including mentoring and leadership.	Experienced teaching staff, staff who have completed the Foundation University Educator Program and/or have a sustained impact and influence on higher education practice.

6

Educator Pathway Recognition

To permit educator and institutional flexibility, the taxonomy assures a variety of recognition pathways. It provides articulation into a Graduate Certificate, recognition of prior learning (RPL), and an evidence-base for:

- Fellowships
- Fellowship applications
- Grants
- Professional certificates (internal to institutions)
- Workforce planning
- Recruitment and promotion processes, and
- Learning and teaching awards at both institutional and national levels.

As an example, the taxonomy's Six Essential Focus Areas support the HERDSA Fellowship criteria (part three of the educator portfolio), and the teaching portfolio required for New Zealand's National Tertiary Teaching Excellence Awards.

New Zealand and Australia recognise each other's higher education qualifications and levels

The TCAUE comprises individual micro-credentials (known as micro-units in some institutions), which educators may combine to make up the full TCAUE credential. Each micro-credential is developed using the same institutional quality assurance procedures required for Award courses. In this way, educators and institutions can be confident of the quality of each micro-credential and it can, therefore, contribute to direct academic credit, or credit in the form of RPL. This approach has particular value for sessional teaching staff and non-academic educators who may ordinarily miss out on opportunities for professional recognition.

The inclusion of all educators in the taxonomy recognises the need for casual/sessional staff career development. Paid training and recognised career development pathways for this cohort were identified as areas for institutional improvement in the research conducted to inform the TCAUE (CAULLT survey 2019; Dinan-Thompson et al., 2021).

The educator recognition process brings the TCAUE into line with pathways outlined in New Zealand and European frameworks, for example the European MOOC Consortium's (EMC) _Common Microcredential Framework_. The New Zealand Qualifications Authority (NZQA) is the body that regulates micro-credentials in New Zealand, and once the NZQA approves a micro-credential it is published on the register/database, which also shows the equivalent qualification level. New Zealand and Australia recognise each other's qualifications and levels, as outlined in the following chapter.

7

Micro-credentials, Alignment, and Portability

The content and volume of learning of a full TCAUE credential align with AQF Level 8 (Graduate Certificate) requirements. The New Zealand Qualifications Framework (NZQF) and the Australian Qualifications Framework (AQF) are comparable at levels 1-9 (Department of Education and Training NZ & NZQA, 2015).

A Graduate Certificate "qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning" (Australian Qualifications Framework Council [AQFC], 2013, p. 54). The Graduate Certificate is designed and accredited to enable graduates to demonstrate learning outcomes expressed as knowledge, skills, and the application of knowledge and skills specified in the Level 8 criteria and the Graduate Certificate descriptor.

Graduates "have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area" (AQFC, 2013, p. 54). Although the taxonomy's academic alignment is with AQF Level 8, an institution may pitch Advanced University Educator outcomes at Level 9, where educators have already achieved at Level 8.

The _National Micro-credentials Framework_ (NMF) defines micro-credentials as "a certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF Award qualification, that is additional, alternate, complementary to, or a component part of, an AQF Award qualification" (Australian Government, 2021b, p. 3). The NZQA (2018) states that a micro-credential "certifies achievement of a coherent set of skills and knowledge" to be 5-40 credits in size (approximately 50 to 400 hours), and has market need from employers or industry or community.

Only assessed TCAUE credentials which meet the prescribed volume of learning (120-150 hours per subject/unit) are certified

The TCAUE favours the NMF's direction for micro-credentials to require assessment (Australian Government, 2021b, p. 3). Assessment information is published by each provider in the Credential Outline, and a full TCAUE Credential is certified by CAULLT (see Chapter 18), only if there is evidence that the learning has been assessed and moderated by the provider. The Credential Outline also specifies the nature of the credit and equivalent AQF level, which is in keeping with the NMF, which states that a micro-credential in the taxonomy will "clearly stipulate credit-recognition", where the micro-credential is recognised "for the provision of specified or unspecified credit or advanced standing" (Australian Government, 2021b, p. 3).

Portability

> *"Portability of micro-credentials is enhanced when there is a high level of trust between the issuing authority and another body seeking to recognise the credential" (UA, 2021, p. 9).*

TCAUE credentials offer portability for educators throughout Australia and New Zealand, as the taxonomy aligns with AQF levels and acknowledges relevant micro-credentialing frameworks. Because of alignment with the AQF, it is straightforward for governments overseas to recognise Australasian educational qualifications. As an approved credentialing framework, the TCAUE also allows for recognition of RPL at other institutions.

Key to portability and recognition are integrity, trust and quality assurance. In the TCAUE, institutions provide information about their quality assurance measures and assessment through the Credential Outline (see Chapters 14 and 15). The Outline also requires a portability statement.

Portability is of significance to casual/sessional educators in terms of recognition of professional learning, and can also bring efficiencies to cross-institutional recognition of training and requirements. Due to the integrity of the credentials, currency of professional learning at one institution can be recognised by other institutions. Evidence for portability in and beyond Australasia is embedded in the metadata of a secure digital badge.

Recognition of Achievement

Quality and integrity are assured at provider-level, and there is flexibility as to the type and format of the paper certificate, digital certificate, digital badge, or secure digital badge issued by each institution. Any of these formats may be issued to a learner to acknowledge achievement of a full TCAUE Credential, and also the individual micro-credentials that stack to form a full Credential. Each format acts differently for its recipient, and has a different level of portability and security. Examples are:

- Digital certificates: these are similar in appearance to traditional paper certificates and are made available using a unique web link (URL). They allow for additional information such as a transcript.
- Digital badges: these usually look like a physical badge or token. They are an icon or image used to acknowledge an earned credential, demonstrated skill, or professional achievement. A digital badge differs from an Open Badge (or similar secure badge) as it does not contain

metadata.
- Open Badges (or similar secure badge): these contain rich and secure metadata embedded as a portable file, and conform to the Open Badges Standards. Information about who, what, why, where, and when is hard-coded into the metadata of a secure badge, and therefore it provides a comprehensive record of achievement.

  Evidence for portability and recognition of achievement are embedded in the metadata of a secure digital badge

Secure badging is further discussed in Chapter 18.

In summary, micro-credentials are well suited to contemporary professional development, offering flexibility, sustainability, portability, and tailored approaches to learning (Dinan-Thompson et al., 2021). Individual micro-credentials (or modules) — which may have different volumes of learning — make up the full TCAUE Credential. Articulation into the full TCAUE Credential takes into account assessment and volume of learning, as explained in Chapter 8.

8

Hours as Volume of Learning

TCAUE credentials are created on minimum volumes of learning, application, and evidence. They act as a starting point for continuous improvement. The emphasis on impact on student and educator learning and practices is established, and attention to lasting, continuous improvement is expressed and actioned through designated recognition pathways, such as a Graduate Certificate, fellowship, or promotion. Each institution has freedom in the design and evidence of learning, and the taxonomy encourages individual, tailored approaches to professional development.

As mentioned in Chapter 7, the *New Zealand Qualifications Framework* (NZQF) and the *Australian Qualifications Framework* (AQF) are comparable at levels 1-9 (Department of Education and Training NZ & NZQA, 2015). The AQF (2013) defines volume of learning as a dimension of complexity of a qualification.

The TCAUE supports tailored
approaches to professional development

The taxonomy aligns with the recommendations of the AQF Review (Department of Education, Skills and Employment [DESE], 2019), as it has a notional base of 1200 hours per full time student study load for articulation into an AQF level 8 Award qualification (approximately 120-150 hours per subject/unit of study). As the predominant AQF qualification for Foundation University Educators, the Graduate Certificate equates to four subjects/units and approximately 480 to 600hrs.

The NZQF correlates well with this model, and presents a volume of learning framework where one credit is equivalent to approximately 10 hours of learning, and a Graduate Certificate in New Zealand requiring 60 credits or 600 hours.

Subjects/Units of Study

Development of the taxonomy was based on national benchmarking of foundation and induction programs and professional development frameworks, and therefore each subject/unit of study has a volume of learning of between 120-150 hours. This 120-150 hour commitment is offered in a variety of modes, such as in person, online, or as a hybrid model. Approaches are evidence-based and include self-directed study, reflection, working with peers, and synthesising of learning (capstone modules).

Individual micro-credentials, which may have different volumes of learning, make up the full subject/unit of study. This may be operationalised, for example, by offering 6 x 15 hour micro-credentials (=90) plus a capstone of 30 hours (=120), or 10 x 12-hour micro-credentials (=120). Each full (120 to 150 hour) subject/unit must include assessment to satisfy the adopted definition of a full credential.

Micro-credentials 'add up', 'stack', or 'aggregate' to an Associate, Foundation, or Advanced credential. Each micro-credential in the TCAUE specifies its volume of learning and how it articulates into a full 120-150 hour credential. Assessment may be present in each micro-credential, or aggregated over a series of related credentials/modules. The literature review demonstrated that this type of short-form, personalised and integrated offering, when part of a coherent framework, is far more attractive to learners than long periods of prescribed study.

9

Lifelong Learning, Continuing Currency, and Review Cycle

To permit institutional flexibility, the taxonomy is free of temporal and currency regulations and recognises that educator development is part of the larger lifelong learning ecosystem. Providers draw on their own institutional plans, course and subject review procedures, learning and teaching frameworks, internal credentialing processes, and professional development pathways as part of the cycle of review and improvement.

Benchmarking suggests that institutions may instigate a three-to-five year cycle for review of professional development. This is usually linked to capacity-building frameworks, human resource records, enterprise agreements, and the ability to attend to requirements of relevant staff qualifications, such as those articulated in Australia's *Higher Education Standards Framework* (HESF) or by the *New Zealand Qualifications Framework* (NZQF).

Initial review of the taxonomy is expected to take place under a shorter timeframe, and will incorporate institutional, staff and learner feedback following initial implementation.

Essential Focus Areas

The CAULLT Professional Recognition and Development Research survey found inconsistent use of teaching standards in the sector and a need for a national framework to "underpin teaching quality within institutions" (CAULLT, 2019, p. 4).

To this end, Six Essential Focus Areas were developed as the components that characterise quality teaching in higher education. The Six Essential Focus Areas were also confirmed by a review of literature (Dinan-Thompson et al., 2021), the HES Framework (Commonwealth of Australia, 2021), the AQF Review (DESE, 2019), benchmarking across Australia and New Zealand, and through alignment with professional learning frameworks and resources currently utilised in university foundation programs.

The Six Essential Focus Areas apply to all educator profiles and are listed as follows, with brief explanations provided.

• Learner-centred learning and teaching
• General capabilities
• Technology-enhanced learning (TEL)
• Learning outcomes and assessment
• Data and evaluation
• Policy and governance.

In practice, the interpretation of the Six Essential Focus Areas is specific to each university's implementation of the taxonomy, and the professional development needs and interests of each educator. For example, if learner diversity and inclusion is a specific area of interest to an educator then this may be investigated in terms of its impact on learner-centredness, institutional and national policy and governance, learning design and frameworks for inclusion and links to learning outcomes, and learning analytics and data available (or not available). Further, the learner may explore how frameworks for TEL and general capabilities link with, and support, diversity and inclusion.

The Six Essential Focus Areas

The following statements are intentionally brief to provide a summary of the focus area and their relevance to regulations. They are not prescriptive, as interpretation will vary for each provider. It is important to note that the Six Essential Focus Areas are also interconnected in concepts, theories, and practice, which becomes more apparent through reflection and continuous improvement activities. Figure 1 illustrates the intersection and dynamic interaction of the Six Essential Focus Areas.
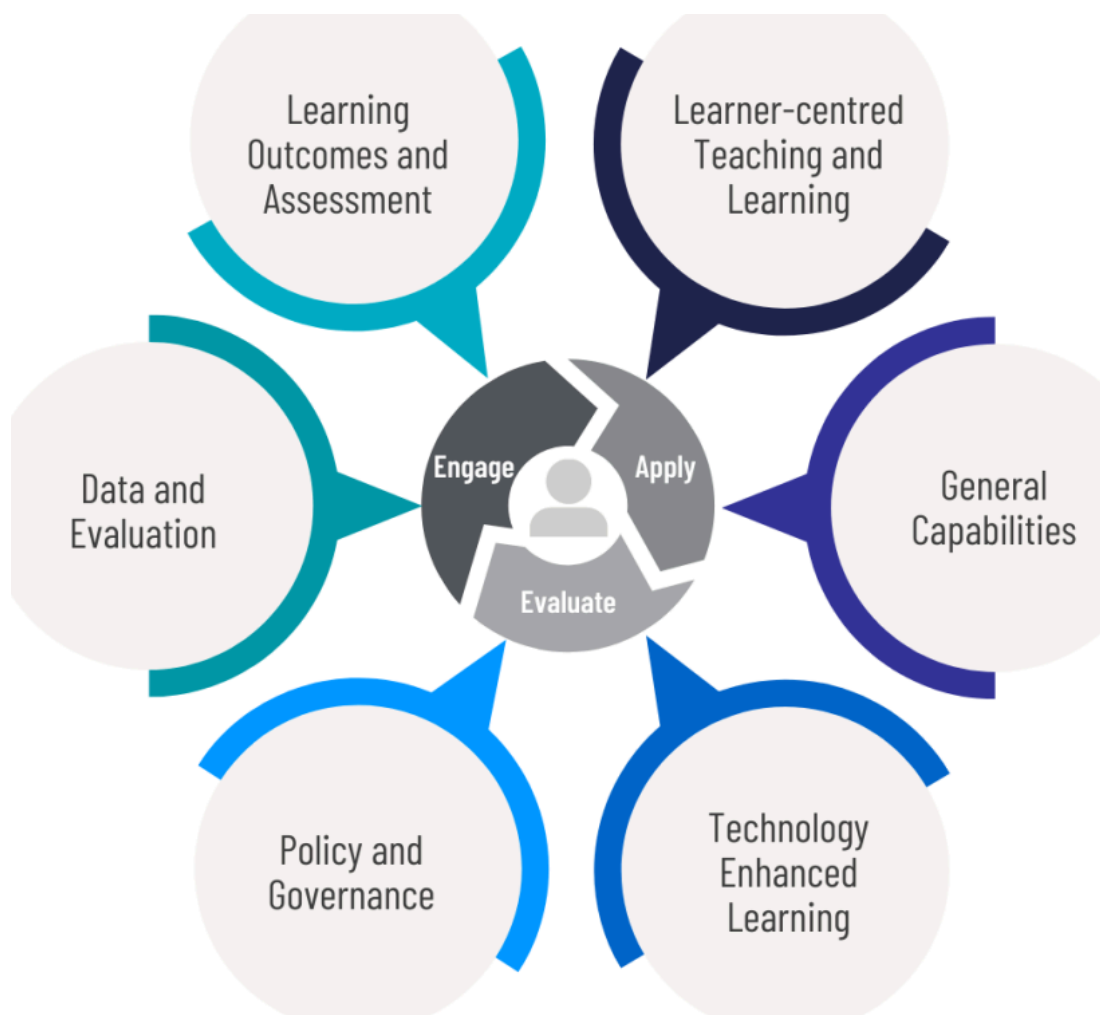
Figure 1. Six Essential Focus Areas, *image by James Cook University,*

Learner-centred learning and teaching

The taxonomy demonstrates a strong but flexible relationship between its learner-centred focus, learner diversity, and partnerships with learners. This focus area supports a learner-centred approach to learning and teaching in higher education and for ongoing professional development. It fosters critical thinking and collaborative learning, and encompasses inclusive design, which was identified as an area for attention in the CAULLT research survey (2019).

The dimensions (Engage-Apply-Evaluate) can be adapted to an educator's specific interests

The taxonomy's learner-centred approach recognises the individual development needs of educators and values the knowledges and experiences that they bring to the program. It accommodates the interests of professional and technical staff by responding to individual differences and expectations, and through the inclusion of authentic contexts. The taxonomy considers learners/students as knowledge holders or assets in and for learning, and is designed to improve their experiences at university, and the experiences of those who teach and support them.

Scholarly literature may lead us to the theories of social constructivism through Bruner (1966) and Vygotsky (1962) to permit student's interpretation, interactions and negotiations. Teaching and educator practices are positioned as catalysts for learning, and to achieve this, educators evaluate their own

practice, critique scholarly literature and frameworks, draw on inclusive learning practices, and critically reflect on how these findings apply to their own context and employment role. Universities and disciplines also have specific learning and teaching approaches that can be embedded in this focus area.

General capabilities

General capabilities have been included as an essential focus area in the taxonomy to support one of the main recommendations of the *AQF Review* (DESE, 2019). The general capabilities included are ethical decision-making, self-management, co-operation and collaboration. Language, literacy and numeracy are assumed in the alignment with AQF Level 8 requirements, and digital literacy and mental health have been explicitly added to the general capabilities, following current research. Additionally, the taxonomy acknowledges that general capabilities are considered in the Higher Education Reform Package (DESE, 2020), and are also part of the Australian Curriculum where they are incorporated in learning area content (Australian Curriculum, version 8.4, n.d.).

General
capabilities can be
expanded
to include
evolving issues and priorities

The general capabilities in the taxonomy also consider the *Learning Compass 2030*, an international project which "sets out an aspirational vision for the future of education", and provides "points of orientation towards the future we want: individual and collective wellbeing" (Organisation for Economic Co-operation and Development [OECD], 2019, p. 1).

It is not the purpose of this taxonomy to list the many skills that can be considered a general capability, rather it acknowledges capabilities specifically referred to in the context of the AQF and higher education.

The taxonomy's summary statements for general capabilities are designed to take into account evolving issues and priorities in this relatively new field for university educators. The general capabilities statements have been written in such a way that they can be reviewed and expanded upon without changing the taxonomy. For example, an educator (or provider) may have a specific interest in mental health strategies, therefore the dimensions (Engage-Apply-Evaluate) can be adapted accordingly. The taxonomy is designed to be authentic and relevant both now and in the future, hence the inclusion of general capabilities.

Technology-enhanced learning

The taxonomy pays particular attention to TEL by presenting it as a distinct focus area. It uses the TEQSA definition of TEL: technology-enhanced learning is "interpreted broadly as any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose" (TEQSA, 2019b, p.1).

HEA Fellowships include the use and value of appropriate learning technologies as core knowledge to underpin fellowship areas. Additionally, the review of literature (Dinan-Thompson et al., 2021), supports the appropriateness of considering TEL as a stand-alone area in the taxonomy due to its

evolving and transformational nature, which encompasses learning and teaching support, virtual learning environments, ways to approach inclusive curriculum design, and the creation of innovative assessment items such as those incorporating gamification.

Learning outcomes and assessment

The focus area of learning outcomes and assessment allows much institutional and individual flexibility, and takes into account the varied roles of educators. As this focus area is aligned with the HERDSA Fellowship Portfolio Criteria 2 and 5, it can be used by academic staff to support applications to the HERDSA Fellowship Scheme. For example, Criterion 2 requires educators to "describe the assessment methods that you use to determine if your educational practices facilitate the achievement of learning outcomes for your students or participants" (HERDSA, 2014, p. 7). Criterion 5 involves reflecting and evaluation on impact and innovation in the area of curriculum design, enhancing learning, and improving assessment practices.

The taxonomy has relevance for all
educator roles

However, the taxonomy has relevance for all roles; not all educators may formally engage with learning outcomes or assess learners as part of their job, and the emphasis can be on context of practice and individual areas of interest for professional and technical staff roles.

As an example, a careers team leader may engage, apply, and evaluate how a particular student cohort could develop disciplinary skills alongside general capabilities for improved employment outcomes.

From the perspective of academic staff engagement with the TCAUE, this focus area encourages research that leads to innovation in assessment, while also referencing regulatory frameworks.

The *HES Framework* (Commonwealth of Australia, 2021) requires course design to specify "expected learning outcomes, methods of assessment and indicative student workload", and notes that "teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study … regardless of a student's place of study or the mode of delivery" (Section 3.1, p. 8 and p. 9).

Monitoring, review, and improvement activities attend to achievement of learning outcomes at course level, and review includes "assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study" (Commonwealth of Australia, 2021, Section 5.3, p.11).

The NZQF Programme Approval and Accreditation Rules (NZQA, 2021) Criterions 2 ("Title, aims, learning outcomes and coherence"), 6 ("Assessment and moderation"), and 7 ("Programme review") all state corresponding requirements. Hence, a comprehensive and integrated knowledge and skill base is necessary to design learning outcomes and align assessment methods at course and subject/unit levels. Constructive alignment is the most significant scholarly principle that guides this work, with learners constructing meaning through aligned assessment and learning activities. "The key is that all components in the teaching system –the curriculum and its intended outcomes, the teaching methods used, the assessment tasks – are aligned to each other" (Biggs, 2003, p. 1).

Constructive alignment is more than criterion-reference assessment, which aligns assessment to the

objectives. CA includes that, but it differs (a) in talking not so much about the assessment matching the objectives, but of first expressing the objectives in terms of intended learning outcomes (ILOs), which then in effect define the assessment task; and (b) in aligning the teaching methods, with the intended outcomes as well as aligning just the assessment tasks. (Biggs, 2003, p. 3)

Assessment is authentic and fit-for-purpose

Contemporary assessment research in higher education confirms a rise in authentic assessment, a move towards principles-based assessment policies, repositioning students as learners and producers, developing evaluative judgement, and enhanced feedback processes (Boud, 2020).

The TCAUE supports assessment that is fit-for-purpose (Brown & Race, 2012), sustainable, tailored to each learner and "connected to the world" (Boud, 2020, n.p.). Assessment feedback takes a learner-centred approach (Brown & Race, 2012), and learner success is valued.

Data and evaluation

The intent of this focus area is to improve learner-engagement and the overall student experience, help educators to design and implement contextually relevant learning experiences, and identify areas where learners need additional support. Further, this focus area supports the *HES Framework* which requires providers to "analyse and understand the performance of their students to address risks, inform continual improvement and continue to meet the requirements of the *HES Framework*" (Commonwealth of Australia, 2021, p. 3). This focus area of the TCAUE is also informed by national and international frameworks for professional development. As an example, it aligns with the HERDSA Fellowship Portfolio Criterion 6, which is: "critical reflection to improve educational practice [which] takes place in light of evidence obtained from different types of evaluation" (HERDSA, 2014, p. 6).

The taxonomy responds to calls to improve professional development in the area of data analysis

The taxonomy recognises improvements in data collection and technology, and the associated need for continuous professional development in the area of data analysis.

Educators review the impact of institutional practices on learner outcomes, wellbeing, and retention/ progression through the evaluation and analysis of data. As with all the sections of the taxonomy, data and evaluation allows for flexibility, and accommodates the specific interests of individuals, including those who are not directly involved in academic teaching. Educators are encouraged to examine ways to use multiple sources of data to inform their specific practice and decision-making.

Policy and governance

Academic governance is an area of interest to TEQSA, which examines how the academic governance requirements of the Threshold Standards (HESF, 2021) are enacted at an institutional level through indicators and benchmarking. Further, new and revised legislation and accreditation regimes, are ever present, with impact on strategic and operational plans, policy, and procedures.

In recognition of the various educator profiles, this focus area of the taxonomy is flexible in its approach and encourages awareness around how research can support policy development in higher education. Educators are encouraged to review local, national, and international policy perspectives and

frameworks and consider how they impact on student learning and teaching. Exploring policy and governance frameworks in individual areas of interest is encouraged, and aligns with TEQSA's expectations that educators will have a role in "developing policy frameworks" (TEQSA, 2019, p. 6), and that "academic leaders will be experienced in a wide range of academic issues, bringing their expertise and judgement to such matters as academic policy development and review, as well as being leaders in their disciplines" (p. 5).

11

Visual Representation of the Taxonomy

The TCAUE recognises and values all university educator's contributions to quality teaching in higher education. Figure 2 presents a visual representation of the TCAUE. At the heart of the diagram is the active learning model which focuses on 'educators in practice' through cycles of reflection and continuous improvement. It includes words from the Principles Statement: equity, local and global, inclusion, diversity, Indigenous Peoples' knowledges and experiences, wellbeing and safety, and respectful relationships, with reflection and continuous improvement underpinning educator approaches.

The dimensions of Engage-Apply-Evaluate (also see section 12) relate to the Six Essential Focus Areas. The core principles outlined in the Principles Statement feed into the six Essential Focus Areas of the TCAUE, which are:

- Learner-centred learning and teaching
- General capabilities
- Technology-enhanced learning (TEL)
- Learning outcomes and assessment
- Data and evaluation
- Policy and governance.

Figure 2, the visual representation of the taxonomy, illustrates that progression is not always sequential and logical, as learning may stem from reflective practice and evaluation, as much as it does from engagement or application. The exit pathway arrows lead to flexibility in outcomes (such as fellowship applications, and support for promotion), and indicate the various pathways that an educator may take.

The diagram is informed by national benchmarking activity (including the CAULLT research survey 2019), which revealed the need for action research, internships, and project- or strategy-based approaches to enhance improvements. However, educator experiences will be varied and will be discovered through the depth of reflection and proposed actions.
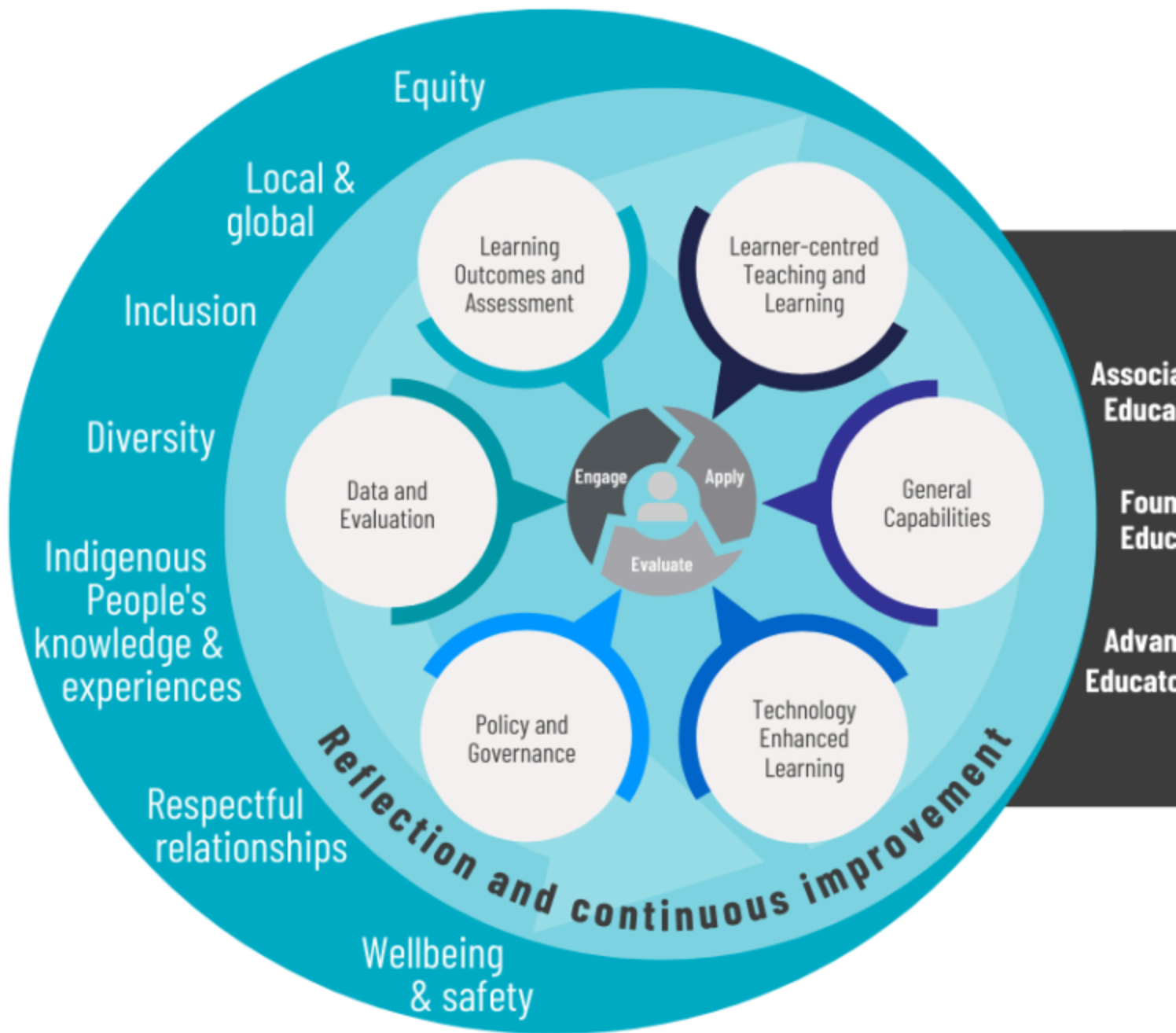
Figure 2. Visual representation of the taxonomy, image by James Cook University,

Dimensions of Learning

Dimensions of Learning are represented as Engage-Apply-Evaluate in this inquiry- and active-learning-based model for practice, reflection, and continuous improvement. The model is learner-centred, overlaps with the AQF Domains and Descriptors, and in the central positioning of reflection and continuous improvement brings to the forefront a focus on learner data, evidence-base, and impact. As educators in practice, users can replicate the model to build inquiry, exploration, and assessment into their learning and teaching, as illustrated in Figure 3.
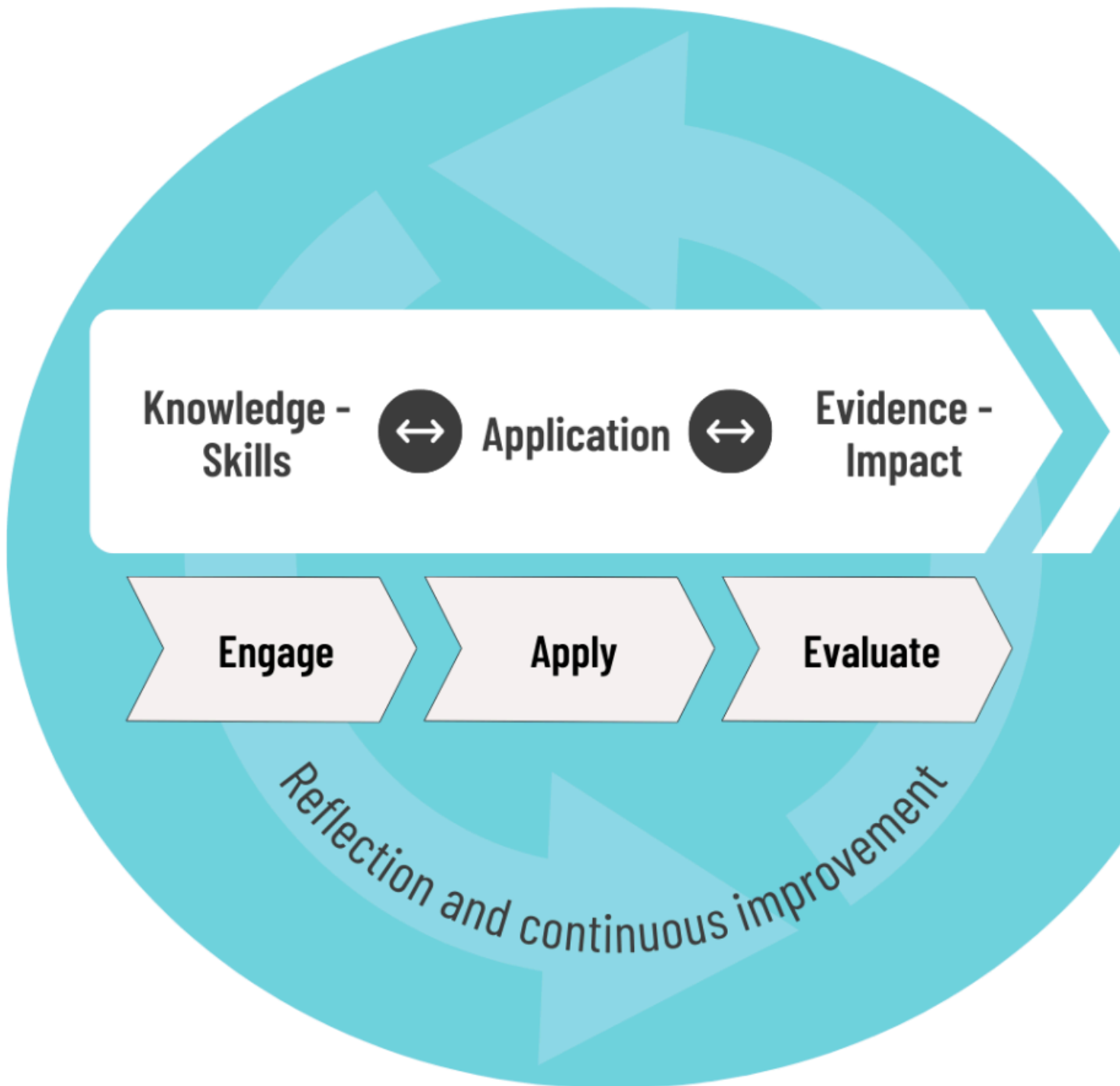
Figure 3. Dimensions of Learning, image by James Cook University,

Research and scholarship (disciplinary or pedagogical) are used to enhance participants' learning.

The Dimensions of Learning – a practice-based and constructivist model – are outlined as follows:

- Engage – learners build knowledge and skills, actively connect with concepts and emerging or earlier practices, collate information, explore, participate in early implementation, and reflect through multiple lenses.
- Apply – learners synthesise and integrate concepts and ideas, apply strategies and evidence to practice, and reflect through multiple lenses.
- Evaluate – learners critique knowledge, skills and practices, monitor quality, reflect through multiple lenses, undertake decision-making and problem-solving, integrate continued improvement, and disseminate innovative approaches across higher education learning and teaching contexts/communities to influence the practices of others.

The arrows demonstrate the interconnectedness of dimensions of learning, and the personalised nature of educators as learners. An educator's motivations may be driven from application of a strategy which calls for building new knowledges and skills, or critiquing data and/or practices that encourage revised applications.

Reflective practice

The Engage-Apply-Evaluate model is underpinned by reflective practice, and based on Brookfield's (2017) four lenses approach, which includes critical self-reflection, plus reflection through the eyes of students (learners), colleagues/peers, and scholarly literature (see Figure 5). The use of multiple lenses brings insight and deeper analysis to attend to continuous improvement. Such improvement is action-based in making change to future practices (or contexts for practice).

Practitioners using the TCAUE apply four modes of reflection:

1. Reflection-in-action: taking note of thinking and actions as they are occurring and making immediate adjustments as events unfold. Re-evaluation occurs 'on the spot'.
2. Reflection-on-action: looking back on and learning from experience or action in order to affect future action.
3. Reflection-for-action: analysing practices with the purpose of taking action to change. It includes reflection-in-action and reflection-on-action. This type of reflection is proactive in nature.
4. Reflection-within: similar to self-reflection, it involves inquiring about personal purposes, intentions and feelings (adapted from Education NSW, 2021).

Various lenses are used to reflect within each of these modes, as illustrated in Figure 4.

Figure 4. Brookfield's four lenses of reflection, *image by Slide Salad. Used with permission. All Rights Reserved.*

Aspects of the four lenses model and continuous improvement activities support professional development for all staff, promotion application requirements and fellowship applications.

II

TCAUE - Taxonomy and Credential Outline

13

Taxonomy - Statements and Descriptors

Taxonomy - Statements and Descriptors

The Taxonomy for Credentialing Australasian University Educators (TCAUE) – Statements and Descriptors

The Taxonomy for Credentialing Australasian University Educators (TCAUE) recognises and values the role that educators have in student learning and makes transparent the pathways for personal and professional development. As an Australasian credentialing framework, it is underpinned by regulatory requirements, is aligned to qualification and micro-credentialing frameworks, and permits university

---

contextualisation and portability.

The taxonomy is written from the standpoint that learning and teaching quality should be practice and evidence-based. It encompasses the full range of educator roles, and learning and teaching contexts/ communities. Educator roles include academic roles, part-time and sessional teaching, professional and technical positions, research supervision, clinical, laboratory, workshop, studio, field and work-based teaching, industry, and advisory and team-based contributions. In this sense, the taxonomy purposely uses 'practices or context of practice' to be inclusive of all educator work.

Educator profiles of *Associate University Educator, Foundation University Educator,* and *Advanced University Educator* have been established to outline descriptions of practice, and to value and recognise sophistication and advancement of knowledge, skills, application, and impact. These are indicative and not intended to be prescriptive, nor exhaustive, in nature.

The taxonomy positions students and educators as active learners who are engaged in contemporary and scholarly-informed essential focus areas including: learner-centred learning and teaching, general capabilities, technology-enhanced learning (TEL), learning outcomes and assessment, data and evaluation, and policy and governance. The taxonomy responds to learner diversity and inclusion, Indigenous Peoples' of Australia and Māori and Pasifika Peoples' knowledges and experiences, and allows for local and global content and contexts.

This inquiry-based model for scholarly practice, reflection and continuous improvement presents the Dimensions of Learning as *Engage-Apply-Evaluate.* The model is learner centred, aligns with the *Australian Qualifications Framework* Domains and Descriptors, and in the central positioning of reflection and continuous improvement brings to the forefront a focus on learner data, evidence-based decision making, and impact. As educators in practice, users can replicate the model to build inquiry, exploration, and assessment into their learning and teaching.

Dimensions of Learning – a practice-based and constructivist model – is outlined below:

- Engage – learners build knowledge and skills, actively connect with concepts and emerging or earlier practices, collate information, explore, and participate in early implementation and reflect through multiple lenses.
- Apply – learners synthesise and integrate concepts and ideas, apply strategies and evidence to practice, and reflect through multiple lenses.
- Evaluate – learners critique knowledge, skills, and practices, monitor quality, reflect through multiple lenses, undertake decision-making and problem-solving, integrate continued improvement, and disseminate innovative approaches across university learning and teaching contexts/communities to influence the practices of others.

The *Engage-Apply-Evaluate* model helps educators to use inquiry to connect with knowledge and skills through practice and reflection.

Summary statements	Associate University Educators	Foundation University Educators	Advanced University Educators
Principles Statement	The Taxonomy for Credentialing Australasian University Educators (TCAUE) is underpinned by inclusive design for learning that responds to learner equity, diversity and inclusion, Indigenous People of Australia and Māori and Pasifika Peoples' knowledges and experiences, and allows for local and global content and contexts. Educators are expected to critique scholarly literature, foster an environment of wellbeing and safety, and regularly reflect on their own teaching practices (or context of practice), and its impact on student learning. Educators work constructively to assure collegial and respectful relationships, with and between, learners, colleagues, and leaders and educators from external organisations.		
Educator profiles	**Associate University Educators** are engaged in learning and/or teaching, and advisory or support roles, which may include guidance or support from experienced educators.	**Foundation University Educators** are engaged in substantive learning and teaching design and practice, and/or senior learning advisory or support roles and are likely to be established members of one or more university learning and teaching contexts/communities.	**Advanced University Educators** demonstrate sustained influence on others' practice within and across one or more university learning and teaching contexts/communities, including mentoring and leadership.
Essential focus areas	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**

	Engage	Engage	Engage
Learner-centred learning and teaching *Includes online, face-to-face, and hybrid models of teaching*	Engage with a variety of learning and teaching approaches and strategies that promote inclusive, engaging, learner-centred environments.	Engage by examining and developing contemporary learning and teaching approaches and strategies to provide learning environments and learning experiences for all students to engage and succeed in learning.	Engage by creating, establishing, and facilitating inclusive and engaging learning and teaching experiences for staff and students.
	Apply	**Apply**	**Apply**
	Apply learning and teaching strategies with an awareness of learner equity, diversity, inclusion, and wellbeing.	Apply evidence-based, scholarly- informed and relevant learning and teaching strategies designed for learner success that actively promote equity, diversity, inclusion, and wellbeing.	Apply inclusive learning and teaching practices, and lead others in their scholarly approaches across a variety/range of learning and teaching contexts/ communities.
	Evaluate	**Evaluate**	**Evaluate**
	Evaluate your own contributions to learning and teaching and develop approaches and strategies that could better support learners.	Evaluate institution–based and national learner-centred learning and teaching frameworks and approaches applied in your own practices (or context of practice) and integrate improvements.	Critically analyse and evaluate national and international frameworks and learner-centred approaches and disseminate innovative approaches across university learning and teaching contexts/ communities to influence practices of others.
Essential focus areas	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**

General capabilities (AQF informed) *Ethical decision-making* *self-management* *co-operation* *collaboration* *digital literacy* *mental health and* *wellness skills.*	**Engage**	**Engage**	**Engage**
	Engage with frameworks outlining the general capabilities which support learners and your own capacity building.	Engage with the general capabilities specifically required in a higher education learning and teaching context and incorporate them into your own practices and capacity building.	Investigate creative and innovative approaches to further develop methods and learner activities which specifically enhance the teaching of general capabilities.
	Apply	**Apply**	**Apply**
	Apply specific general capabilities, such as ethical decision-making, self-management, cooperation, collaboration, and digital literacy into your practices (or context of practice).	Apply learning and teaching approaches that enable learners to develop general capabilities to thrive educationally and personally.	Implement innovative approaches to improve the learning and teaching of general capabilities in the context of higher education.
	Evaluate	**Evaluate**	**Evaluate**
	Evaluate the different methods of teaching general capabilities in higher education by analysing your own practices (or context of practice).	Evaluate how general capabilities specific to your practices (or context of practice), such as ethical decision-making, self-management, cooperation, collaboration and digital literacy can be developed and assured.	Critically analyse and evaluate general capabilities frameworks and approaches in higher education and disseminate innovative approaches across university learning and teaching contexts/ communities to influence practices of others.
Essential focus areas	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**

Technology Enhanced Learning (TEL)	**Engage**	**Engage**	**Engage**
	Examine ways that technologies are used to create and/or enhance learning experiences at your own institution .	Examine national frameworks and scholarly literature to explore how TEL can be used and designed to engage and interact with all learners.	Design, create, embed, and manage sustainable, ethical and innovative digital solutions for learning and teaching.
	Apply	**Apply**	**Apply**
	Apply TEL approaches that encourage interaction, collaboration, and communication, to your own practices.	Apply higher education learner-centred approaches enabled by TEL.	Apply futures-orientated and TEL-informed learning opportunities to your practices and when influencing others.
	Evaluate	**Evaluate**	**Evaluate**
	Evaluate ways to embed TEL into your own practices and capacity building.	Evaluate how university-based and scholarly TEL frameworks, standards, and policies impact upon your own practices, and can be used to develop approaches that support all learners.	Critically analyse and evaluate developments in TEL to meet and redefine current and future needs in the higher education sector. Disseminate innovative approaches across university learning and teaching contexts/ communities to influence the practices of others.
Essential focus areas	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**

Learning outcomes and assessment	**Engage**	**Engage**	**Engage**
	Engage with, and investigate how learning outcomes support learners to develop and demonstrate attainment in assessment, and in the design and/or delivery of learning experiences.	Engage in evidence-based and reflective practices in the design and revision of learning outcomes which attend to constructive alignment of subjects/units of study and learning experiences with course/program learning outcomes, appropriate standards, and subject/unit assessment items.	Engage in enquiry and evidence-based, scholarly approaches to create innovative assessment methods that are aligned to learning outcomes (and relative standards or frameworks) and assure an inclusive experience for all learners.
	Apply	**Apply**	**Apply**
	Apply assessment methods relevant to your practices (or context of practice), discipline, and/or learner cohort. (*Some Associate University Educators may not directly engage with assessment or learning outcomes*)	Apply and incorporate scholarly informed assessment approaches and methods into your practices and collaborate with colleagues in quality assurance processes.	Create innovative assessment approaches and methods that enable all learners to demonstrate achievement of learning outcomes.
	Evaluate	**Evaluate**	**Evaluate**
	Evaluate similarities and differences in learning outcomes and assessment methods and tasks across subjects/units of study and disciplines within your institution to enhance practices.	Evaluate a variety of assessment approaches, methods, and tasks on attainment of subject/unit and course learning outcomes and integrate revisions for continued improvement.	Evaluate and lead evidence-based, scholarly practices in assuring learning outcomes accommodating the complex alignment of professional, graduate, course, and subject/unit learning outcomes. Disseminate innovative approaches across university teaching contexts/communities, to

			influence the learning and teaching practices of others.

Essential focus areas	Associate University Educators	Foundation University Educators	Advanced University Educators
Data and evaluation	**Engage**	**Engage**	**Engage**
	Identify the types, purposes, and uses of learner data available at your institution which are relevant to your practices (context of practice).	Examine relevant data to identify learning and teaching design, interventions, and improve learner outcomes, engagement, and experience.	Critically examine university and higher education sector data used to report on student outcomes, engagement, practices, quality assurance, and cycles of review.
	Apply	**Apply**	**Apply**

	Interpret available data to report on learners' outcomes and engagement, and apply to practice (or context of practice).	Apply evidence-based interventions and continued improvement approaches to practice (or context of practice).	Apply relevant university, national, and international higher education sector data to provide innovative solutions for continued improvement.
	Evaluate	**Evaluate**	**Evaluate**
	Evaluate learner data sets for improved learner outcomes and engagement.	Analyse and evaluate comprehensive data sets used to inform learner-focused decision-making. Integrate findings into continued improvement of practices (context of practice).	Critically analyse and evaluate university, national, and international higher education sector data about student outcomes, engagement, and experience and the impact on cycles of review. Disseminate advanced data analysis, insights, and impacts across university teaching contexts/ communities, to influence the learning and teaching practices of others.
Essential focus areas	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**

Policy and governance	Engage	Engage	Engage
	Engage with relevant university policies related to your educator role, and consider implementation of policy in practice.	Examine university, national, and international policies, and frameworks in higher education relevant to your educator role.	Critically appraise how national and international policies, legislation, and frameworks in higher education impact on university policies and governance.
	Apply	**Apply**	**Apply**
	Incorporate university policies into your practices (or context of practice).	Improve university-wide understanding of policy and governance through the application of evidence-informed, scholarly practices.	Create opportunities to apply national and international policies, legislation, and frameworks in higher education into institution-wide practice at your own university.
	Evaluate	**Evaluate**	**Evaluate**
	Evaluate university policies that directly apply to educator roles, and consider how they could be developed to better support learners.	Evaluate the alignment of educational policies at your institution with national and international policies and frameworks and integrate into your practices (or context of practice).	Critically analyse and evaluate how national and international educational policies impact on student success, educator leadership roles and future policy development. Disseminate policy analysis across university learning and teaching contexts/communities to influence practices of others.

14

About the Credential Outline

Developed from the taxonomy is the Australasian University Educator's Credential Outline (Credential

Outline), which is designed to be tailored to the needs of each university/provider, whilst having consistent sections to aid quality assurance processes, articulation pathways, and portability.

Universities/providers complete the Credential Outline to assure consistency, transparency, credibility, and portability in the utilisation of the taxonomy. Each provider may customise the Outline to meet its individual needs and values.

A Credential Outline contains the following **minimum** information:

a) A customised provider statement which is also tailored to each educator profile.

b) A statement of institutional values.

c) Certified learning – stated learning outcomes for each educator profile that outline what the successful learner will know and can do based on their participation or completion. This is a customised provider section. Only assessed TCAUE Credentials (a stacked group of modules/micro-credentials) which meet the prescribed volume of learning (120-150 hours) are certified.

d) Delivery mode – online only, face-to-face, and hybrid.

e) Volume of learning – time commitment – statement of hours for typical learning (including assessment).

f) A personalisation and flexibility statement, developed by each institution. Educators may be able to self-select pathways in line with their role, development needs, and career aspirations, as recommended in the review of literature (Dinan-Thompson et al., 2021).

g) Assessment type, and complexity of assessment.

h) Equivalent AQF level, if assessed.

i) Pathways – a statement of the articulation pathways. Clear and simple language must be used to communicate the benefits of the program/unit/subject/credential (For example, on successful completion of this credential you will receive academic credit [add credit point value, e.g., 3CP], for one subject/ unit at AQF level 8 and be eligible to apply for a [name of] fellowship).

j) Quality assurance. This is presented as a statement of legitimacy. It provides validation, and includes the quality assurance indicators used for each university educator profile.

k) Supervision – example: unsupervised (in part) or supervised (for assessment).

l) Verification of identity. This approach may vary depending on the university educator profile, the provider, and the platform used to issue certificates and badges.

m) Endorsement by CAULLT (applies to modules/micro-credentials that stack to at least 120 hours of learning and include assessment).

n) Fees, cancellation and refund policy (if appropriate).

15

Australasian University Educator's Credential Outline

Fields	Associate University Educators	Foundation University Educators	Advanced University Educators
Customised provider statement	To be completed by each institution. Example: Completion of this program is an indication of core knowledge and practice in educating, and a commitment to quality, continuing development, and improvement of learning and teaching at [name of university]. It contributes to lifelong learning and promotes resilience and adaptability to change.	To be completed by each institution.	To be completed by each institution.
Institutional values	To be completed by each institution. Example: At JCU student learning is facilitated by teaching that is inspiring, motivating and research-informed. Teaching develops and draws on a repertoire of skills and strategies in order to respond to students' needs, changing contexts and settings. Teaching at JCU: • Enables students to achieve course and subject learning outcomes • Is scholarly, reflective, research-informed, and discipline-specific • Incorporates a variety of methods and modes • Has a local and global outlook which is focused on the Tropics, connected to community, and internationally and culturally informed.		

Certification of learning *Stated learning outcomes – outline what the successful learner will know and can do based on participation or completion.*	To be completed by each institution. This will vary depending on the credential being certified (level of achievement etc).		
Delivery mode *e.g., online only, face-to-face, and hybrid*	To be completed by each institution.	To be completed by each institution.	To be completed by each institution.
Volume of learning *The number of hours for typical learning (120-150 hours)*	To be completed by each institution. Hours includes assessment (if applicable).	To be completed by each institution. Hours includes assessment.	To be completed by each institution. Hours includes assessment.
Fields	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**
Personalisation and flexibility	To be completed by each institution. Example: Staff undertake core modules from within the contextual and technical domains and then select additional modules (or complete other external activities) according to their experience, academic, and professional development needs. Highly experienced staff may be called upon to act as mentors in the program.		

Assessment type	To be completed by each institution Examples: Demonstration of skills development using an authentic situation. An associate fellowship application as assessment/ part assessment.	To be completed by each institution Examples: Application of multiple skills to a complex problem. Capstone subject as assessment. A foundation fellowship application as assessment.	To be completed by each institution Examples: Synthesis of multiple skills to one or more complex problems. Capstone subject as assessment. A senior fellowship application as assessment.
Equivalent AQF level, if assessed	This section is only completed if assessment is included.	Example: AQF Level 8	Example: AQF Level 8
Pathways	To be completed by each institution Examples: A professional certificate (internal) To support an application for a HEA or HERDSA Fellowship. Entry into Graduate Certificate.	To be completed by each institution Examples: To support an application for a HEA or HERDSA Fellowship. Part of a Graduate Certificate.	To be completed by each institution Examples: To support an application for a HEA or HERDSA Fellowship. AQF Award at Level 8. Articulation into Masters' degree.
Quality assurance *Statement of legitimacy – validation – peers.*	To be completed by each institution Examples: To satisfy the university's quality assurance requirements the Associate University Educator Program: Includes a formative peer	To be completed by each institution Examples: To satisfy the university's quality assurance requirements the Foundation University Educator Program: Includes formative and	To be completed by each institution Examples: To satisfy the university's quality assurance requirements the Advanced University Educator Program: Includes summative assessment.

	review process. Utilises subject matter experts. Is aligned to the AQF and HESF.	summative assessment. Has a robust internal peer review process. Actively includes input and feedback from subject matter experts. Is aligned to the AQF and HESF.	Has a benchmarked, external peer review of performance. Actively includes input and feedback from subject matter experts. Is aligned to the AQF and HESF.
Fields	**Associate University Educators**	**Foundation University Educators**	**Advanced University Educators**
Supervision *Assessment requires supervision*	To be completed by each institution.	To be completed by each institution.	To be completed by each institution.
Verification of identity *Approach may vary depending on educator profile and platforms used.*	To be completed by each institution.	To be completed by each institution.	To be completed by each institution.
Endorsement *To include a portability and certification statement.*		[name and institution] *Foundation University Educator* AQF Level 8 equivalent [x] hours of study *Certified by CAULLT*	

		[date completed] [date of certification] [add portability statement]	
Fees, cancellation and refund policy	To be completed by each institution. Example: programs which have no formal assessment are offered free of charge. Example: fees of $500.00 apply to each full program which includes a capstone module.		

III

TCAUE - Conclusion and Endorsement

16

Conclusion

The development of the TCAUE was informed by national and international reports, frameworks, and literature. It aligns with the Threshold Standards (2021), the AQF (2013), and TEQSA's guidance notes on scholarship in teaching, leadership, TEL, and learner wellbeing and safety. It upholds the recommendation from Universities Australia to "ensure that learner achievement is genuine and verified, and that the credential itself is verifiable" (UA, 2021, p. 9).

Responsibility lies within each institution to fulfil its quality assurance commitments when issuing badges and certificates as recognition of achievement.

The TCAUE follows Universities Australia's recommendations for micro-credentials as a part of its wider Australasian framework, as follows:

1. Micro-credentials have clear evidence of achievement or learning outcome.
2. Micro-credentials have an understandable unit of exchange.
3. Micro-credentials are quality-assured and verifiable, with sufficient, relevant metadata (UA, 2021, p. 6).

The TCAUE is designed to be offered as a series of stackable modules/micro-credentials which articulate into a full TCAUE Credential equivalent to one subject/unit at AQF 8 Award level (approximately 120 -150 hours as volume of learning). It provides a national learning and teaching recognition framework, with endorsement from CAULLT as the next stage in the process.

17

Endorsement

To give the TCAUE validity and portability, it is proposed that CAULLT will be the recognised professional body to authenticate an individual provider/institution's utilisation of the taxonomy through a peer review process.

CAULLT will:

1. Keep a register of approved Associate, Foundation and Advanced University Educator credentials,

2. Provide certification of credentials for institutions based in Australia and New Zealand, as outlined at #3,

3. Moderate and then offer certification of a credential if there is evidence of:

    a) volume of learning at AQF Level 8,

    b) assessment of learning,

    c) moderation/peer review at institutional level, and

4. Award customised CAULLT badging, if required (processes to be developed).

IV

TCAUE - Examples and Discussion (as at August 2022)

18

Micro-credentials in Higher Education

Many institutions have created, or are in the process of creating, micro-credentials for educators in line with discipline requirements and continued professional learning and development. Some of these offerings require subscription, some are in-house only (provider log-in), and some are made available

free of charge.

Organisations such as Epigeum have been offering online training modules for higher education providers internationally since 2015. Modules are developed collaboratively by experts, and are available to providers by subscription. Modules can be customised, for example, by adding authentic learning in a localised context using tailored links (Oxford University Press, n.d.).

Australian context

Contemporary Approaches to University Teaching MOOC

The Contemporary Approaches to University Teaching (CAUT) MOOC, is hosted by CAULLT and offered through Macquarie University in 2022.

Contemporary Approaches to University Teaching is a free MOOC
operationalised through CAULTT

CAUT is led by Associate Professor Agnes Bosanquet and Associate Professor Marina Harvey. The MOOC was originally was developed and supervised by Associate Professor Kym Fraser from 2018-2020, and enhanced through CAULLT. It is an open access MOOC for the Australian higher education sector, designed for educators in their first few years of university teaching. The MOOC's individual modules are used within institutional professional development by the majority of Australian providers.

The survey and benchmarking exercise (CAULLT, 2019), identified that the MOOC's content is used through an 'adapt or adopt' approach and contextualised within each institution's professional development and capacity building frameworks.

Thirty-four institutions from 11 countries have requested the MOOC content for their institution's Learning Management System (Macquarie University, 2022). Study is self-paced in two-hour modules (micro-credentials) that can be completed over one semester (see Figure 5).

Core Modules

Week 1	Week 2	Week 3	
Teaching your first class	Planning for learning	Feedback for learning	Le

Week 5	Week 6	Week 7	
Designing, implementing and supporting online learning	Curriculum design	Assessment	Co

	Week 9	Week 10	Week 11
	Teaching today's diverse learners	Quality assurance and our responsibilities	Scholarly teachi the scholarshi teaching

Speciality Modules

Reflection for learning

Work integrated learning

Managing student teams

The politics of Australian higher education

Teaching mathematics

Documen

Sessional Staff

A guide for librarians

The topics of the self-paced modules included in the MOOC are in alignment with the TCAUE and could reasonably contribute to the attainment of respective credentials within the TCAUE.

There are many examples of professional development micro-credentials that could contribute to a full TCAUE Credential. For example, Griffith University has a wide range of micro-credentials, from skill credentials to micro-credentials which stack to form a Graduate Certificate in Professional Studies. Griffith issues its micro-credentials to learners using secure badging through the Credly Platform. This is based on the Open Badge Standards.

Open Badges

Open Badges (or similar secure badges) are used by many higher education institutions to provide evidence of learning, skill mastery, and levels of attainment achieved by educators who complete a micro-credential or series of stackable micro-credentials (Dinan-Thompson et al., 2021).

An Open Badge has a "method for packaging information about accomplishments, embedding it into portable image files as digital badges, and includes resources for web-based validation and verification" (IMS Global Learning Consortium, 2019, n.p.). Learners can collect Open Badges from different providers, and they control their own credentials by claiming and displaying the Open Badge on any platform. Open Badges are secure and rich in information, as illustrated in Figure 6.

19

James Cook University Examples

JCU Awards and Citations

At JCU, evidence of successful participation in the TCAUE's Associate, Foundation, or Advanced credentials is used by educators (and teams of educators) to support internal applications for awards and citations. Internal awards and citations support professional development, employ reflective practice, and are embedded in a learner-centred approach.

JCU offers awards for sessional teaching, inclusive practice, inclusive and accessible learning management, and citations for Sustained Commitment to Enhancing Diversity, Equity and Inclusion, and Outstanding Contributions to Student Learning. Successful recipients of a JCU Citation for Outstanding Contributions to Student Learning can advance to an application for an Australian Awards for University Teaching (AAUT) Citation.

Educators from any discipline are included in the AAUT process. All applications for the national Citation for Outstanding Contributions to Student Learning must produce a diverse range of sustained evidence supporting the contribution made to student learning (Australian Government, 2021a). The TCAUE has an important role in providing reliable and peer-reviewed evidence for the full range of awards and citations.

Academic Performance and Development Framework

JCU has an established a capacity building and career development framework for academics titled the *Academic Performance and Development Framework*, which has validity in probation, promotion, and professional development. The JCU framework has three domains:

- Create and support student-centred learning and teaching environments.
- Demonstrate scholarly learning and teaching in the design and implementation of curriculum and assessment.
- Evaluate personal and professional practice and participate in continuing professional

development.

The TCAUE aligns with the three domains of the *Academic Performance and Development Framework*, and the volume of learning and learning outcomes in the TCAUE contribute to the evidence-base used when applying for promotion. However, a limitation of the *Academic Performance and Development Framework* is the containment to academic staff classifications A-E, while the three University Educator Profiles in the TCAUE include the development of professional, sessional, and casual staff (in addition to academic staff).
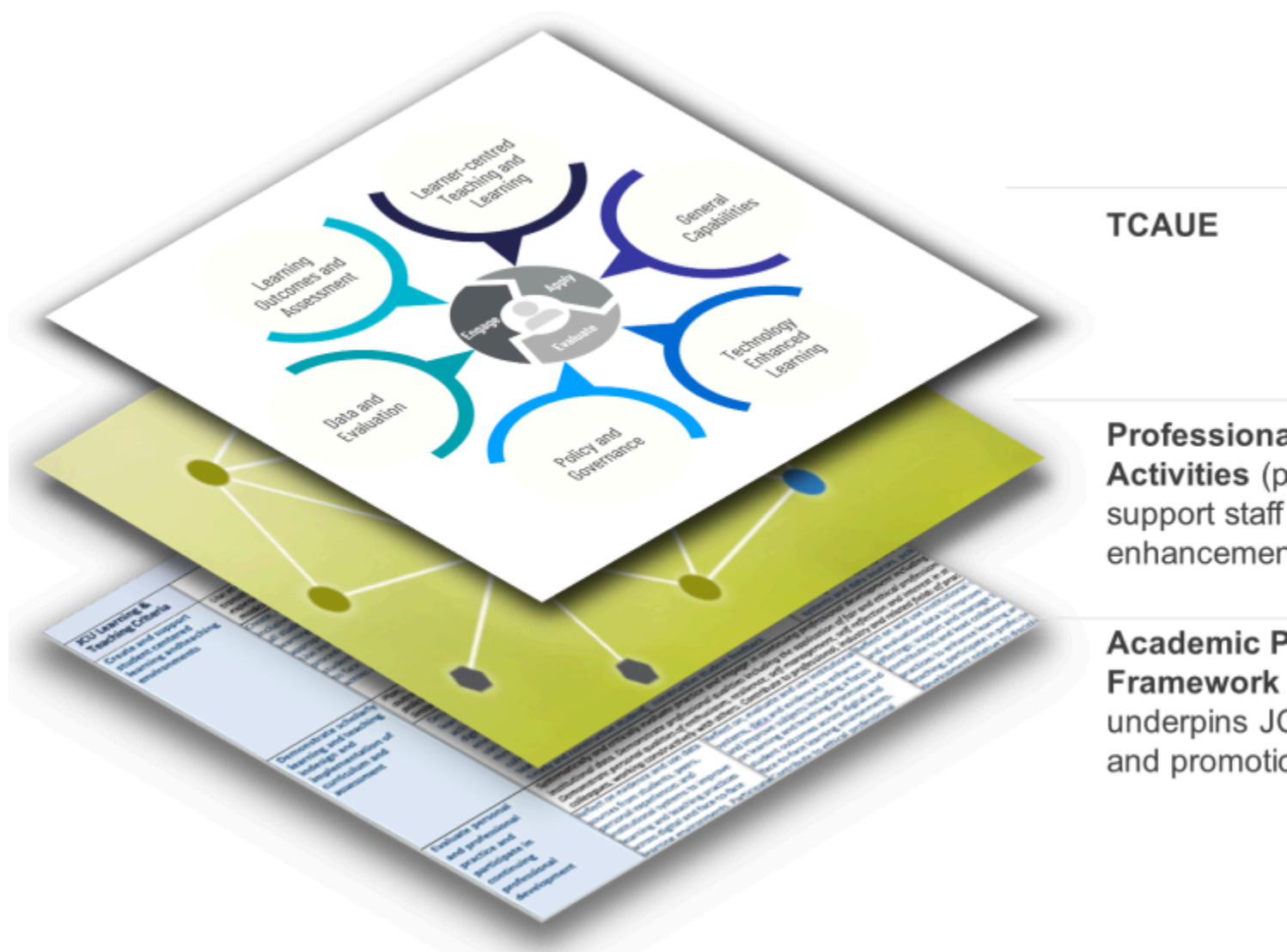

Figure 7. Initial adoption of the TCAUE at JCU, image created by James Cook University, CC BY-NC

The *Academic Performance and Development Framework* comprises a wide range of possible sources of evidence, which are classified by: student learning, student experience, peer review, and self-reflection. Evidence, such as developing a teaching portfolio, self-evaluation, responses to peer/industry/professional feedback, the scholarship of teaching, and teaching and developing learning strategies, are particularly relevant to educator's participation in the TCAUE's Associate, Foundation, or Advanced credentials.

Foundations of University Teaching@JCU

Foundations of University Teaching@JCU is part of the University's suite of professional development programs. It is purposefully designed for newly appointed full-time teaching staff and encourages scholarly inquiry into student learning to advance the practice of teaching. It focuses on: essential information about the JCU learning and teaching context; the higher education regulatory environment and internal policy; student and library support services; assessment moderation and feedback; TEL strategies, including use of the learning management system; and evaluation of learning and teaching. Invitations to all educator roles will be an extension of this program.

Foundations of University Teaching@JCU can be delivered as a series of micro-credentials, as outlined in Table 2.

Table 2. Introduction of the TCAUE

University >

In place:
Academic promotion processes,
Ongoing professional development courses,
Support for applications for awards, citations and
grants,
Internal awards and citations.

Action > Introduce the TCAUE >

Include all university educator roles,
Use the three educator profiles as a guide,
The TCAUE adds evidence for awards, citations,
grants and promotion,
It has portability and recognition,
Added to the university's suite of PD as a formal
and personalised approach to PD.

>TCAUE conceptualised (example)

Conceptualised as seven micro-credentials
MC 1-6 = 15 hours each
MC 7 Capstone, assessed = 30 hours
Total = 120 hours, equivalent to one subject/unit
AQF Level 8, which articulates into a Graduate
Certificate of Education.

Figure 8. Introduction of TCAUE, image by James Cook
University, CC BY-NC

V

TCAUE - Downloadable files

Taxonomy (downloadable copy)

Institutions are invited to download the taxonomy in Word format.

Download [Word document]: Taxonomy-CAULLT-v.2-August-2022-to-download

Creative Commons licence:

This project was funded by: CAULLT (Council of Australasian University Leaders in Learning and Teaching)

Credential Outline Template (downloadable copy)

The Credential Outline is available for download in Word format to enable customisation by each institution and by educator profile:

Credential Outline – Associate Educator Profile [Word document]:
Download-CAULLT-Credential-Outline-Associate

Credential Outline – Foundation Educator Profile [Word document]:
Download-CAULLT-Credential-Outline-Foundation

Credential Outline – Advanced Educator Profile [Word document]:
Download-CAULLT-Credential-Outline-Advanced

This project was funded by: CAULLT (Council of Australasian University Leaders in Learning and Teaching)

Creative Commons licence:

CAULLT

Council of Australasian University
Leaders in Learning and Teaching

Bibliography

Australian Government, (2018a). *Guidance Note: Scholarship. Version 2.5.* Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship

Australian Government, (2018b). *Guidance Note: Wellbeing and Safety.* Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety

Australian Government, (2019a). *Guidance Note: Academic Leadership.* Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-leadership

Australian Government, (2019b). *Guidance Note: Technology-Enhanced Learning.* Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning

Australian Government, (2019). *Review of the Australian Qualifications Framework Final Report 2019.* Department of Education, Skills and Employment.

Australian Government, (2020). *Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector.* Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/sites/default/files/good-practice-note-preventing-responding-sexual-assault-sexual_harassment-v2-0-web.pdf?v=1626668840

Australian Government, (2020). *Guidance Note: Monitoring and Analysis of Student Performance.* Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance

Australian Government, (2021a). *2021 Citation for Outstanding Contributions to Student Learning.* The Department of Education, Skills and Employment. https://www.universitiesaustralia.edu.au/wp-content/uploads/2021/05/2021-CITATIONS-Nomination-Instructions-v2-12May.pdf

Australian Government, (2021b). *National Microcredentials Framework.* The Department of Education, Skills and Employment.

Australian Human Rights Commission, (2005). *Face the Facts 2005.* https://humanrights.gov.au/our-work/publications/questions-and-answers-about-aboriginal-torres-strait-islander-peoples

Australian Institute for Teaching and School Leadership. (2021). *Australian Professional Standards for Teachers.* https://www.aitsl.edu.au/teach/standards/understand-the-teacher-standards

Australian Qualifications Framework Council. (2013). *Australian Qualifications Framework.* 2nd edn. www.aqf.edu.au

Baik, Naylor, R., & Corrin, L. (2018). Developing a framework for university-wide improvement in the training and support of "casual" academics. *Journal of Higher Education Policy and Management,* 40(4), 375–389. https://doi.org/10.1080/1360080X.2018.1479948

Beaton, F., & Gilbert, A. (Eds.). (2012). *Developing Effective Part-Time Teachers in Higher Education: New Approaches to Professional Development.* Hoboken: Taylor & Francis.

Biggs, J. (2003). *Aligning Teaching for Constructing Learning.* The Higher Education Academy.

Biggs, J.B. (2003). *Teaching for Quality Learning at University.* 2nd edn. Buckingham: Open University Press/Society for Research into Higher Education.

Boud, D. (2020). *Challenges for Reforming Assessment: The Next Decade.* Centre for Research in Assessment and Digital Learning, Deakin University.

Brookfield, S. (2017). *Becoming a Critically Reflective Teacher.* 2nd edn. San-Francisco: Jossey-Bass.

Brown, M., Nic Giolla Mhichil, M., Beirne, E., MacLochlainn, C. (2021, July). The global micro-credential landscape: Charting a new credential ecology for lifelong learning. *Journal of Learning for Development,* 8(2), 228-254.

Brown, S. & Race, P. (2012). *Using Effective Assessment to Promote Learning: A Learning-Centred Approach. https://doi.org/10.4324/9780203079690-5.*

Bruner, J. S. (1966). *Toward a Theory of Instruction.* Cambridge: Harvard University Press.

Chalmers, D. (2007). *A Review of Australian and International Quality Systems and Indicators of Learning and Teaching.* Carrick Institute for Learning and Teaching in Higher Education.

Chalmers, D. & Gardiner, D. (2015). An evaluation framework for identifying the effectiveness and impact of academic teacher development programmes. *Studies in Educational Evaluation,* 46, 81-91. https://doi.org/10.1016/j.stueduc.2015.02.002

Chalmers, D., Stoney, S., Goody, A., Goerke, V., & Gardiner, D. (2012). *Measuring the Effectiveness of Academic Professional Development: Identification and Implementation of Indicators and Measures of Effectiveness of Teaching Preparation Programs for Academics in Higher Education.* Australian Learning and Teaching Council; Australian Government Department of Education, Employment and Workplace Relations.

Christie, M., & Asmar, C. (2021). Indigenous knowers and knowledge in university teaching. In L.

Hunt, & D. Chambers (Eds.), *University Teaching in Focus: A Learning-centred Approach.* 2 edn, pp. 260-284. Oxon: Taylor & Francis.

Clements, K., West, R., & Hunsaker, E. (2020). Getting Started With Open Badges and Open Microcredentials. *The International Review of Research in Open and Distributed Learnin,* 21, 153-171. https://doi.org/10.19173/irrodl.v21i1.4529.

Commonwealth of Australia. (2021). Higher Education Standards Framework (Threshold Standards). *Tertiary Education Quality and Standards Agency Act 2021*. The Department of Education, Skills and Employment.

Copenhaver, K., & Pritchard, L. (2017). Digital badges for staff training: Motivate employees to learn with micro-credentials. *Journal of Electronic Resources Librarianship,* 29(4), 245-254.

Council of Australasian University Leaders in Learning and Teaching. CAULLT. (2019). *Australian Universities' Provision of Professional Learning: Environmental Scan.* https://www.caullt.edu.au/wp-content/uploads/2019/12/Final.2-CAULLT-Professional-Learning-Report.pdf

Department of Education and Training, & the New Zealand Qualifications Authority. (2015). *Enhancing Mobility: Referencing of the Australian and New Zealand Qualifications Frameworks.* https://www.nzqa.govt.nz/assets/About-us/Our-role/Enhancing-mobility.pdf

Department of Education, Skills and Employment. (2020). Job-ready Graduates. DESE, Higher Education Reform Package. https://www.dese.gov.au/job-ready/resources/job-ready-graduated-discussion-paper

Dinan-Thompson, M., Bajema, A., & Cowden, G. (2021). *Credentialing Professional Learning for University Educators – A Literature Review*. https://www.caullt.edu.au/project/lt-micro-credentialing-taxonomy/

European Union. (2018). *European Qualifications Framework – Supporting Learning, Work and Cross-Border Mobility*. Luxembourg: Publications Office of the European Union.

Gauthier, T. (2020). The value of microcredentials: The employer's perspective. *Competency-Based Education.* Western Governors University. https://doi.org/10.1002/cbe2.1209

Harris, J., Smithers, K., & Spina, N. (2020, May). More than 70% of academics at some universities are casuals. They're losing work and are cut out of JobKeeper. *The Conversation.* https://theconversation.com/more-than-70-of-academics-at-some-universities-are-casuals-theyre-losing-work-and-are-cut-out-of-jobkeeper-137778

Higher Education Academy. (2011). *Professional Standards Framework*. UK. https://www.heacademy.ac.uk/

IMS Global Learning Consortium. (2019). *Open Badges*. https://www.imsglobal.org/activity/digital-badges

James Cook University. (2019). *Academic Performance and Development Framework.* https://www.jcu.edu.au/human-resources/hr-forms-and-guides/documents/Academic-Performance-and-

Development-Framework.pdf

Killion, J. & Todnem, G (1991). A process for Personal Theory Building? *Educational Leadership*, 48(6), 14-16.

Macquarie University. (2022). *Contemporary Approaches to University Teaching*. Council of Australasian University Leaders in Learning and Teaching. https://www.caullt.edu.au/wp-content/uploads/2022/01/Contemporary-Approaches-to-University-Teaching-Course_2022-1-1.pdf

Matthews, K. E. (2017). Five propositions for genuine students as partners practice. *International Journal for Students as Partners*, 1(2), 1-9.

New South Wales Education Standards Authority. (2021). *Professional Experience Framework*. https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/professional-experience-framework

New South Wales Government. (2021). *Teacher Quality and Education – Reflective Practice.* https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/developing-focus/reflective-practice

New Zealand Qualifications Authority. (2018). *Micro-Credentials in New Zealand's Education and Training System: A Consultation Paper.* https://www.nzqa.govt.nz/assets/About-us/Consultations-and-reviews/Micro-credentials/Micro-credentials-consultation-paper-March-2018.pdf

New Zealand Qualifications Authority. (no date). *Understanding the New Zealand Qualifications Framework.* https://www.nzqa.govt.nz/qualifications-standards/understanding-nzqf/

New Zealand Qualifications Authority. (2021). *New Zealand Qualifications Framework.* (NZQF). www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

New Zealand Qualifications Authority. (2021) *NZQF Programme Approval and Accreditation Rules 2021* https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/2021/SIGNED-NZQF-Programme-Approval-and-Accrediation-Rules-2021.pdf

Oliver, B. (2019). *Making micro-credentials work for learners, employers and providers.* http://dteach.deakin.edu.au/microcredentials/

Organisation for Economic Co-operation and Development. (2018). *The Future of Education and Skills. Education 2030.* www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf

Organisation for Economic Co-operation and Development. (2019). *Learning Compass 2030*. OECD Future of Education and Skills 2030 project. https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/in_brief_Learning_Compass.pdf

Orygen Institute. (2020). *University Mental Health Framework.* https://www.orygen.org.au/Orygen-Institute/University-Mental-Health-Framework/Framework

Richardson, J., Suseno, Y., & Wardale, D. (2021). The paradoxical management of casual academics:

An Australian case study, *Higher Education Research & Development,* 40(2), 370-385. 10.1080/07294360.2020.1756749

Universities Australia. (2019). *Statement of Principles for Professional Development and Recognition of Educators.* https://www.universitiesaustralia.edu.au/wp-content/uploads/2019/12/20191203-UA-Joint-Statement-of-Principles-on-PDRE.pdf

Universities Australia. (2021). *Guidance for Portability of Microcredentials.* Universities Australia. https://www.universitiesaustralia.edu.au/wp-content/uploads/2021/09/210929-Guidance-for-portability-of-Australian-microcredentials-UA.pdf

United Nations Educational Scientific and Cultural Organization. (2018). *Digital Credentialling. Implications for the Recognition of Learning Across Borders.* Paris: UNESCO.

Volpe, M. & Chandler, D. (2001). Resolving and managing conflicts in academic communities: The emerging role of the "Pracademic", *Negotiation Journal,* 17(3), 245-255.

Vygotsky, L. S. (1962). *Thought and Language.* Cambridge, MA: MIT Press.

Weldon, P. (2020). Defining skills for the future: What's in a name? Adapted from *Changing Priorities? The Role of General Capabilities in the Curriculum.* NSW Education Standards Authority (NESA). https://www.acer.org/au/discover/article/defining-skills-for-the-future-whats-in-a-name

World Health Organisation. (2021). *Global Recognition of Learning Achievement Framework.* WHO Academy. https://www.who.int/about/who-academy/quality-standards-credentialing/global-recognition-of-learning-achievement-framework

3

Glossary

Australian Awards for University Teaching - AAUT

AAUT recognise the impact that educators have on learning and teaching experiences and outcomes of university students. The awards were established by the Australian Government in 1997.

Australian Qualifications Framework - AQF

The AQF is the national policy for regulated qualifications in Australian education and training.

CAULLT Professional Recognition and Development Research survey

A comprehensive survey conducted in 2019 and funded by Universities Australia DVC Academic.

General capabilities

Defined in the AQF Review as contemporary, transferable skills (DESE, 2019, p.13).

Graduate Certificate

In Australia, a Graduate Certificate is a short (four subject/unit) postgraduate qualification (AQF level 8).

HERDSA Fellowship Scheme

The HERDSA Fellowship Scheme is for HERDSA members who are academics or leaders and have made a significant personal commitment to the improvement of teaching and learning in a tertiary education context. Fellows may come from a range of positions including: discipline-focused academic, educational developer, student support, or leadership roles.

MOOC

Massive Open Online Course.

Pasifika Peoples

The distinct group of people who have migrated from the Pacific Islands to Aotearoa/New Zealand.

Technology-enhanced learning - TEL

Interpreted broadly as any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose (TEQSA, 2019b, p.1).

Tertiary Education Quality and Standards Agency - TEQSA

Australia's independent national quality assurance and regulatory agency for higher education.

Third space professionals

Staff who are employed to support teaching and learning, research management, student services, community engagement, and strategic initiatives.