

STANDARDS COMPARISON

AUTC	ACODE	PULSE	UK-PSF
1. Design and planning of learning activities	1. Course design and course shells	A1 – Integration of core concepts into the curriculum	A1 Design and plan learning activities and/or programmes of study
	2. Welcome and course information	B2 – Integration of core competencies into the curriculum	
	3. Orientation and getting started	B3 – Extent of core competency integration into the curriculum	
	4. Learning outcomes/course objectives	E8 – Opportunities for inquiry, ambiguity, analysis, and interpretation in coursework E9 – Student metacognitive development E10 – Student higher-order cognitive processes E11 – Alignment of pedagogical approaches with evidence-based practices	
2. Teaching and supporting learning	7. Learning activities, engagement and alignment	C5 – Evaluation of time devoted to student-centered activities in courses F13 – Intramural and/or extramural mentored research: student participation	A2 Teach and/or support learning
3. Assessment and giving feedback to students on their learning	5. Assessment and Feedback	C4 – Linkage of summative assessments to learning outcomes D6 – Assessment of the six Vision & Change competencies at the program level	A3 Assess and give feedback to learners
4. Developing effective learning environments, student support and guidance	6. Learning resources	G15 – Flexibility of teaching spaces	A4 Develop effective learning environments and approaches to student support and guidance
	8. Technology and online tools	F14 – Supplemental student engagement opportunities	
	9. Support for learning		
	10. Usability and WC3 compliance		
5. Integration of scholarship, research and professional activities with teaching and in support of students		E12 – Awareness of national efforts in undergraduate STEM education reform  G16 – Mechanisms for collaborative communication on significant educational challenges	A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices K1 The subject material  K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/ disciplinary area(s) K4 The use and value of appropriate learning technologies V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
6. Evaluation of practice and continuing professional development		D7 – Use of data on program effectiveness	K5 Methods for evaluating the effectiveness of teaching K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
		G17 – Teaching in formal evaluation of faculty	
7. Professional and personal effectiveness			V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice