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Abstract

This paper outlines the need for adopting a more scientific approach to specifying and assessing academic standards in higher education. Drawing together insights from large-scale studies in Australia, it advances a definition of academic standards, explores potential indicators of academic quality and looks at approaches for setting standards. As learner outcomes need to be placed at the forefront of work on academic standards, this paper concludes by exploring the implications of this position for student assessment and institutional change. (HRK / Abstract übernommen)