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Abstract

In Australia, a review of the higher education sector is usually triggered by a change in government leadership, followed by the development and implementation of the government's response in the form of a reform package to enact change. The aim of this study was to conduct an independent evaluation of a large-scale national government policy implementation. This article concludes that the 2003 Government Reform Package was successful in bringing attention to learning and teaching practice in the Australian higher education sector through three national initiatives: (1) Learning and Teaching Performance Fund; (2) Australian Learning and Teaching Council; (3) Australian Universities Quality Agency. These initiatives were implemented with the full delivery of the initial funding cycle, each initiative applied a different model of quality and these models were found to be aligned to Bigg's theoretical model of teaching and learning and to have a symbiotic relationship.

(HRK / Abstract übernommen)