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University of the  
Sunshine Coast  
Queensland, Australia

## Five Years On: What has changed in assurance of learning?

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Australian Government

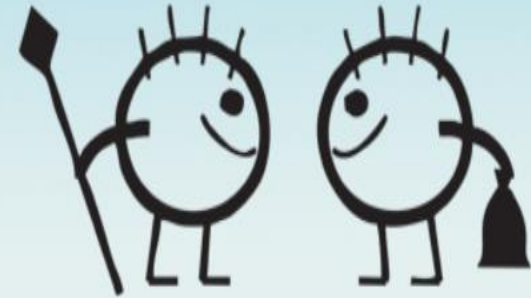


Office for  
Learning & Teaching

# Assuring Learning

OLT Strategic Priority Project: Hunters & Gatherers

funded by



## Hunters & Gatherers: Strategies for Curriculum Mapping and Data Collection for Assurance of Learning

[assuringlearning.com](http://assuringlearning.com)



Higher Education Research & Development

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click for updates

## Hunting and gathering: new imperatives in mapping and collecting student learning data to assure quality outcomes

**DOI:** 10.1080/07294360.2014.911249

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pages 581-595

**Publishing models and article dates explained**

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**Gathering valid data for quality enhancement: assessing, reviewing, benchmarking & closing the loop for assurance of learning in regional universities.**

2014-15 OLT Extension Grant

[http://utsbusiness.az1.qualtrics.com/SE/?SID=SV\\_08nPuWf0cBH78P3](http://utsbusiness.az1.qualtrics.com/SE/?SID=SV_08nPuWf0cBH78P3)

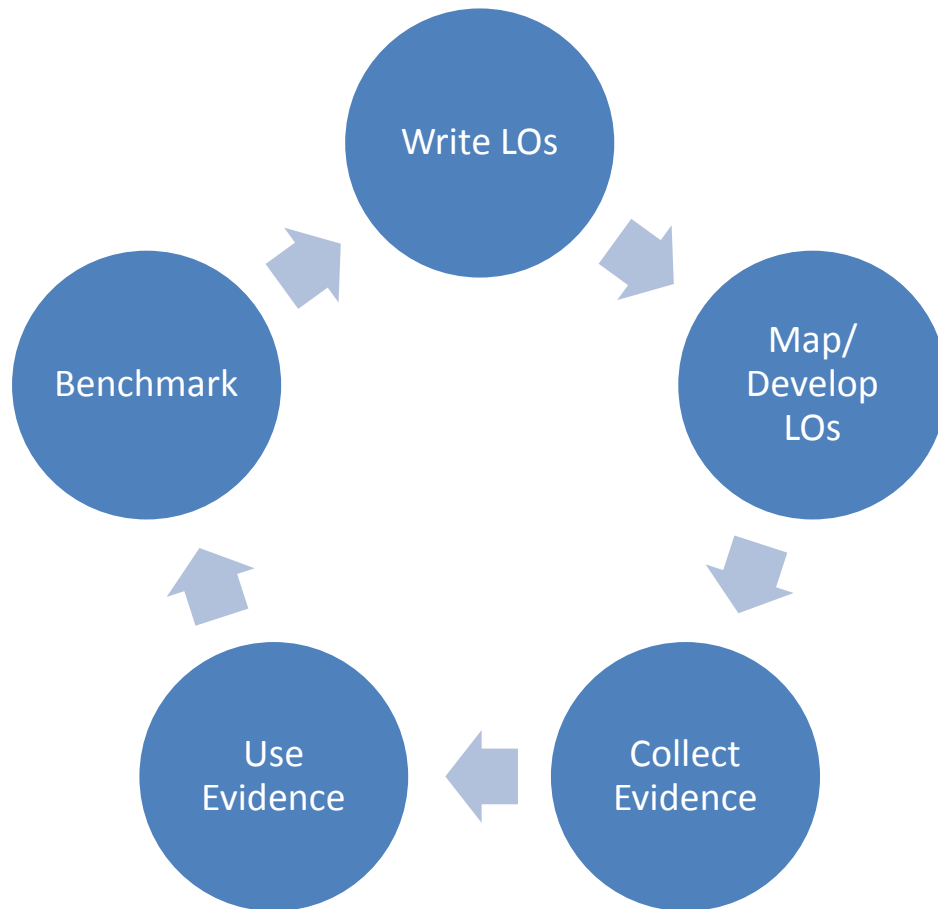


Australian Government

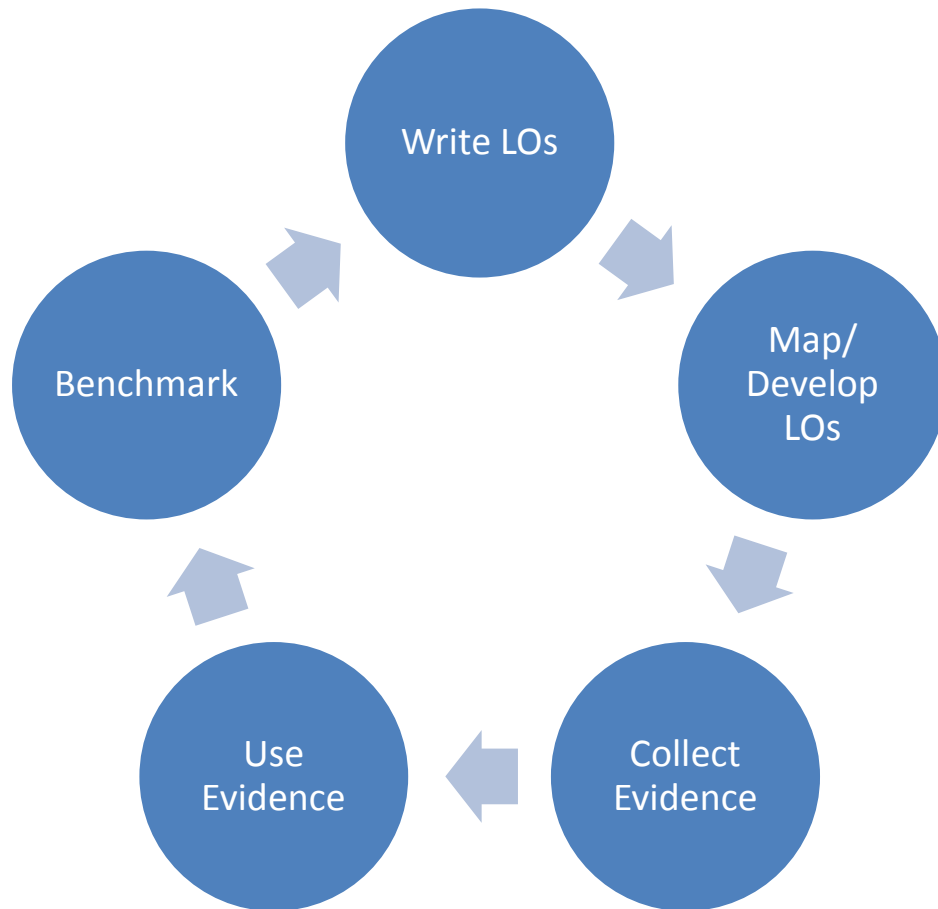


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# Assurance of Learning Cycle (2010)



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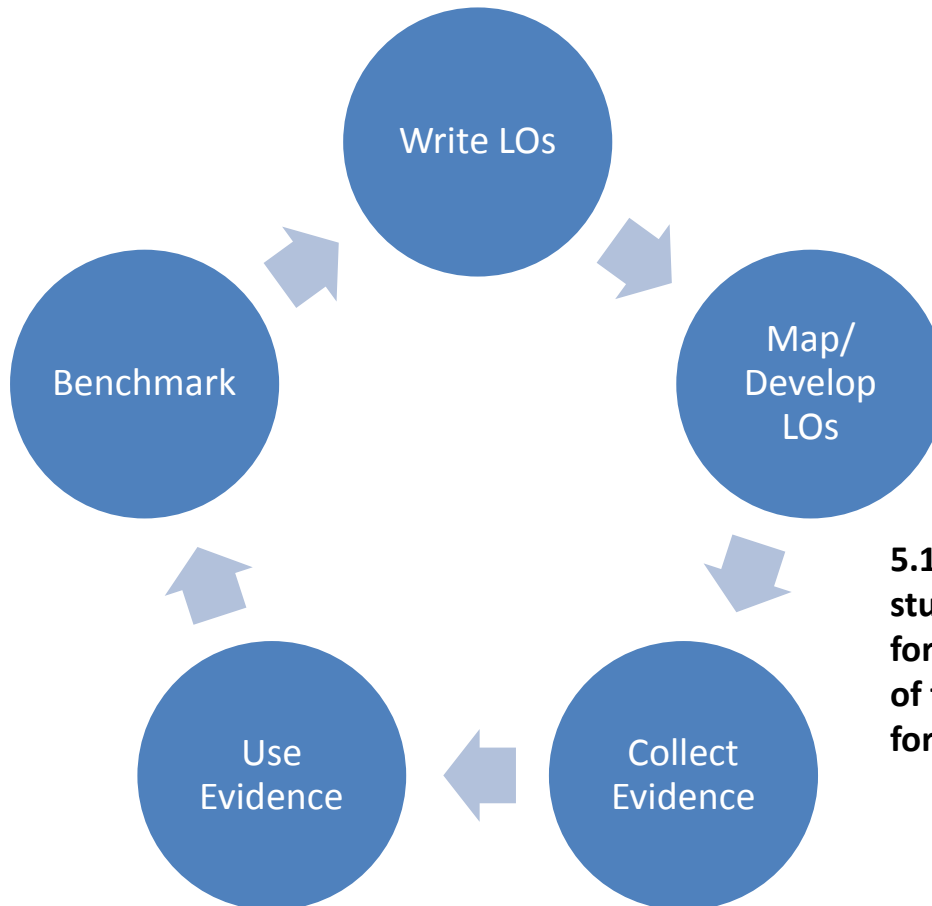
Progressive

Inclusive

Sustainable



# Higher Education Standards Framework – 2011



**5.1 Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study (2011).**

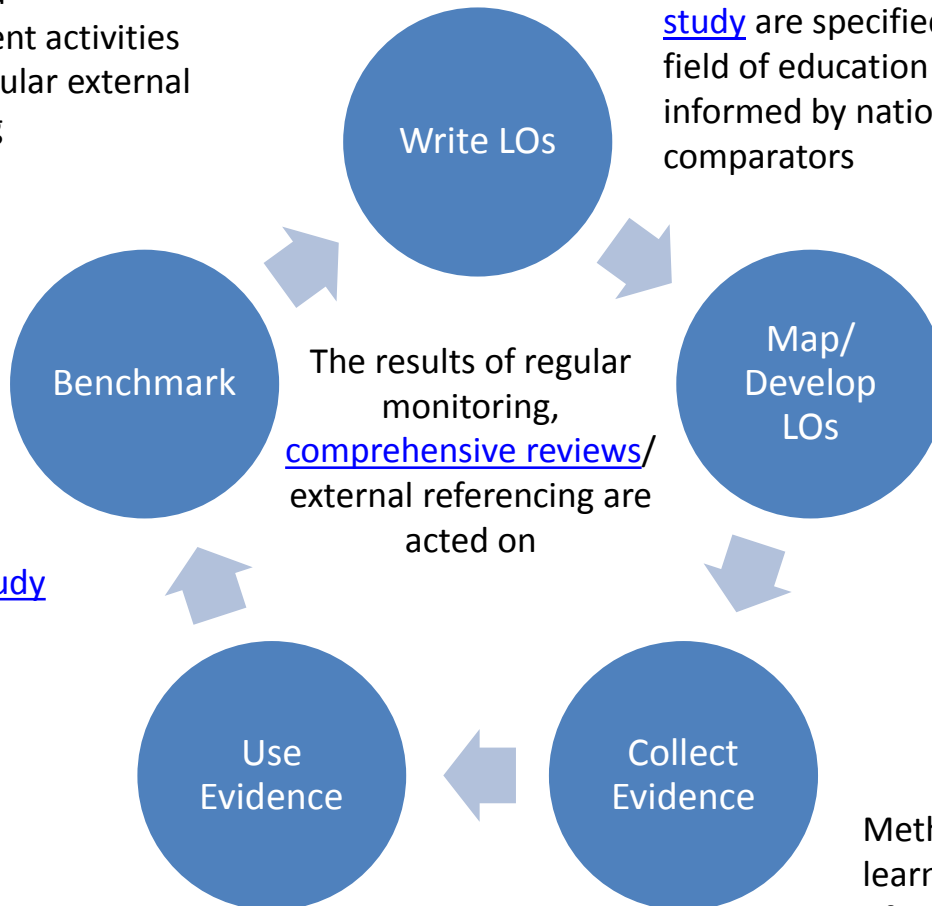
**NB COURSE OF STUDY = DEGREE/PROGRAM**



# Higher Education Standards Framework – 2011/Revised 2015 Standards

Review and improvement activities include regular external referencing

The expected learning outcomes for each [course of study](#) are specified, consistent with the level and field of education of the qualification awarded and informed by national and/or international comparators



Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each [course of study](#).

All [courses of study](#) are subject to [comprehensive reviews](#)

Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that [all specified learning outcomes](#) are achieved and grades awarded reflect the level of student attainment.

**NB COURSE OF STUDY = DEGREE/PROGRAM**



# How?

2010

- Sector Wide Audit (25 universities)
  - Pilot in business disciplines
  - Then widen to other disciplines with professional requirements (engineering, nursing, education, etc)
- Follow up Focus groups with managers and academics
- Critical Evaluation of Data (including a desktop audit of International practice)
- Development of resources/tools
- Dissemination – Review paper, strategic paper, workshops (each state), website with resources, conferences, academic papers

2015

- Sector Wide Audit (10 universities)
  - Business disciplines
- Follow up workshops to support implementation
- Forums to support benchmarking good practice
- Development of resources/tools
- Dissemination – Review paper, strategic paper, workshops (each state), website with resources, conferences, academic papers

# Primary motivators for AoL?

2010			
AACSB	PROF BODIES	EQUIS	TEQSA/AQF/AUQA
64%	20%	8%	24%

2015			
AACSB	PROF BODIES	EQUIS	TEQSA
56%	78%	33%	100%

# Ranking (2015)

<b>AQF</b>	2	2	1	1	0
<b>Discipline Standards (Threshold Learning Outcomes)</b>	0	1	3	2	0
<b>Professional Body Requirements</b>	1	1	1	1	2
<b>University Graduate Attributes</b>	0	3	0	0	4
<b>Business School/Faculty Graduate Attributes</b>	3	0	3	3	0

# Curriculum Mapping

Responsibility for mapping the CLOs into the curriculum :

	2010%	2015%
Associate Deans	36%	78%
Degree Level Coordinators		89%
Individual Subject Coordinators	64%	89%

# Curriculum Mapping

Level of mapping :

	2010%	2015%
Individual Subjects	40%	0%
Assessment tasks	60%	22%
Criteria in assessment tasks	0%	56%
All	0%	22%

# Curriculum Mapping

Progression of mapping:

	<b>2015%</b>
<b>First Year</b>	11%
<b>Second Year</b>	11%
<b>Third Year</b>	0%
<b>Capstone Subject Only</b>	22%
<b>All of the above</b>	<b>78%</b>

# Rubrics in Assuring Learning

- 2010 - 80% used rubrics in their AoL process
- 2015 – 89% use rubrics in their AoL process

	2010%	2015%
<b>Educational Expert</b>	16%	25%
<b>Individual Subject Coordinators</b>	48%	25%
<b>Degree Coordinators</b>	16%	0%
<b>All of the above</b>	0%	50%

# Collaborative Rubric Development

	2015%
Yes	25%
Sometimes	50%
No	25%

# Consistent Rubric Use

	2015%
Yes	38%
No	62%



# Assessment Design

	2015 %
Associate Deans	44%
Degree Coordinators	67%
Individual Subject Coordinators	100%

# Collaborative Design

	2015%
Yes	33%
Sometimes	67%
No	0%

# Scaffolded Design

	2015%
Yes	33%
Sometimes	56%
No	11%

# Data Collection

- 2010 only 40% of respondent institutions had collected AoL data.

	2010%	2015%
Samples of students work	0%	78%
Whole Assessment Marks	12%	67%
Partial Assessment Marks (degree level learning outcome criteria only)	28%	78%
Student satisfaction/perception - CEQ/SEQ	0%	56%
Graduate Exit Survey	0%	33%
Learning Analytics Data (for example learning platform data)	0%	11%

# Benchmarking

	2015%
Yes - Internally	67%
Yes - Externally	67%
No	11%

HESF 2015  
The results of regular monitoring, [comprehensive reviews](#)/ external referencing are acted on

# Closing the Loop

	2015%
Identification of areas for student improvement	89%
Changes to design of individual subjects	89%
Changes to curriculum at a degree level	89%
Changes to assessment	89%
Changes to data collection	67%
Measuring effectiveness of change	56%

# Major Changes in Practice Since 2010

	2015%
Curriculum Design	100%
Assessment Design	75%
Data Collection	88%
Closing the loop/ Continuous Improvement	75%

## Curriculum Design

Greater reliance on program directors.

Introduction of academic literacy diagnostics in first year units of study with accompanying support solutions

Major program reviews focussed on improving AOL outcomes.

Awareness of capstone units

## Assessment Design

Less reliance on exams as assessment instruments for AoL.

Introduction of multiple assessors grading a team solving a new problem to gauge achievement around teamwork .

Increased support in developing assessment

Changes to individual assessment tasks have been undertaken to better inform learning outcomes.

Aiming for greater consistency across all degrees

Uni processes in place



## Data Collection

Moving from individualised collection and management at a program level to a process more centrally coordinated.

Moving from mountaintop to magnet capstones and multiple collection points in a degree

Revised data collection and reporting

With MBA saw some disconnect between what was reported as being assessed and actuality

Moving across to student-population assessment results rather than sampling

## Closing the loop/ Continuous Improvement

Moving from individual program management to have a faculty wide Quality & Accreditation committee.

Moving from a centralised process to more decentralised one involving more academics in a program and more academic leaders.

Moving from an ad hoc approach to continuous improvement process.

Program health checks regularly undertaken

The entire process is premised around continuous improvement, so we expect that the AoL information will continue to inform improved study area curricula and design and assessment design.

Designed formal process for this

# Thank You

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