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Australian Government



Office for
Learning & Teaching

Quality Assurance: Same Same but Different

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What are we trying to achieve when we assure learning?



Quality Assurance: Same Same but Different

Internationally there is **pressure for significant change** in measuring quality in teaching and learning (Krause, Barrie & Scott, 2012).

- USA - Martell and Calderon (2009) cited **growing public dissatisfaction** with the quality of college education
- U.K. - Government White Paper, 'Students at the Heart of the System' (2011), set out the quality challenges of a changing higher education environment, recognising the need to strengthen the processes and to adapt and **reinforce systems to improve practice**.
- Australia - recently established regulatory body, Tertiary Education Quality and Standards Agency (TEQSA) identified the **need to focus on quality improvements** (TEQSA, 2011).



Te Pokapū Kounga Mātauranga
mō ngā Whare Wānanga o Aotearoa

Council for Higher Education Accreditation



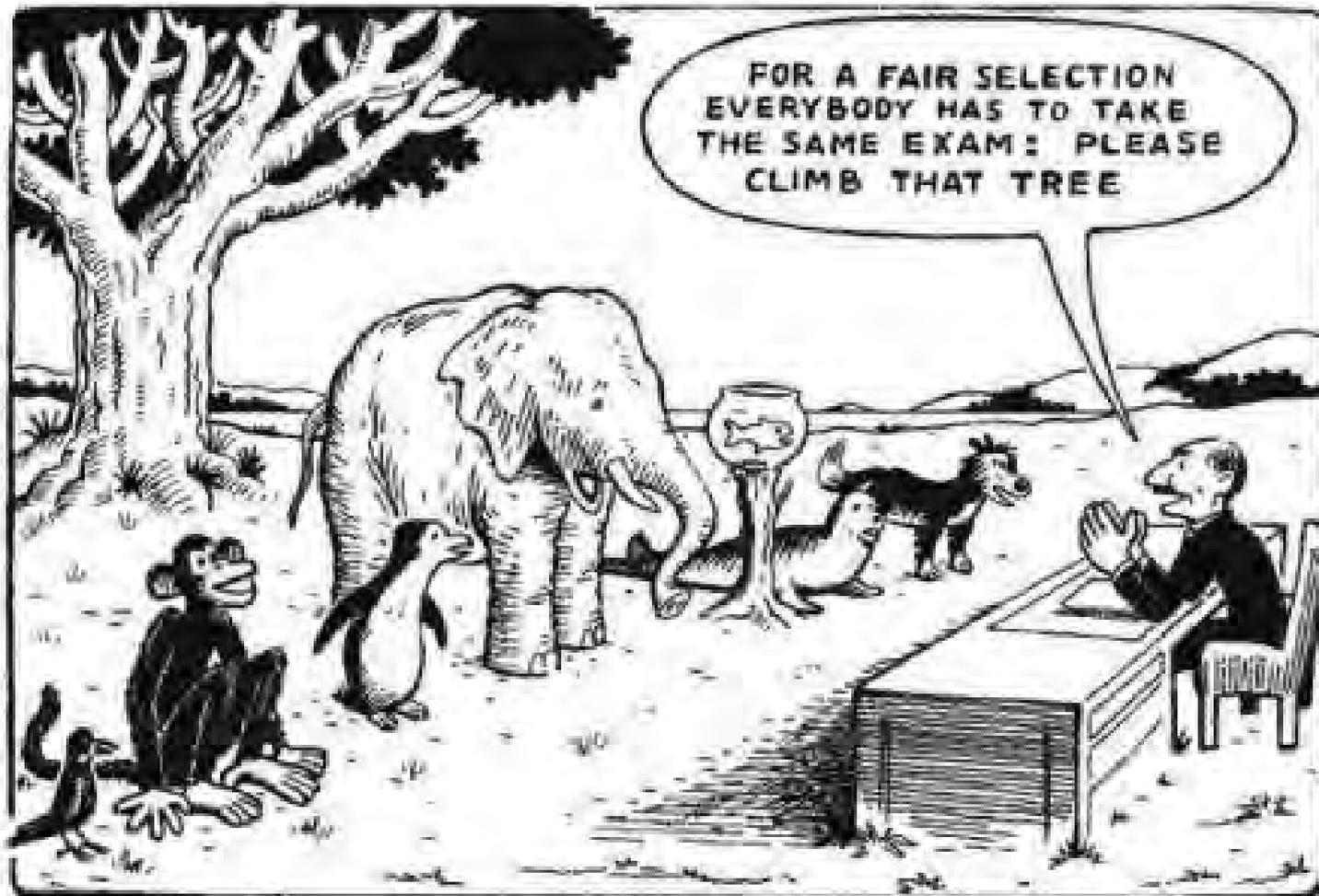
Australian Government
Tertiary Education Quality and Standards Agency



National examinations

Collegiate Learning Assessment has been adopted by over 400 universities





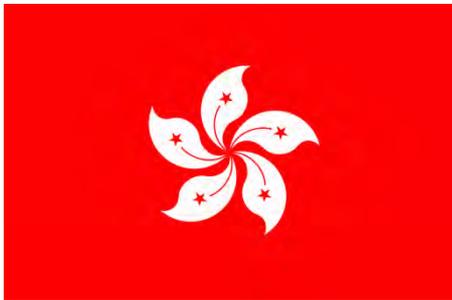
Critics argue that generic testing has the potential to lead to:

- a standardisation of programs,
- stifle innovation
- and may fail to discern vital disciplinary nuances of application and distinctions between programs.



External auditing and assessment, with some requirement for self-evaluation.

Australian Qualifications Framework – self assessment.



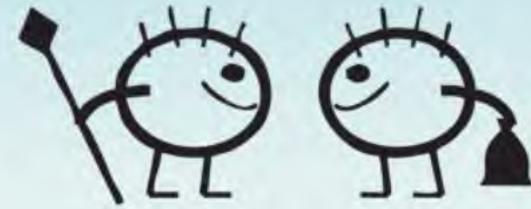
Peer review system

External examiners and benchmark standards



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AOL Strategies

[What is the AOL Process?](#)

[Principles/Examples](#)

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[Teaching and Assessing](#)

[Case Studies](#)

[International Perspective](#)

International Perspective

In comparison to many other jurisdictions Australia possess a developed and systematic approach to quality assurance. While TEQSA and the AQF are both relatively new, having a national qualifications framework and a quality agency that will undertake quality assessments represents steps towards the U.K. and European model, and away from the U.S. and New Zealand model of voluntary accreditation and self-assessment.

This section contains a summary of international quality assurance, including major international projects, and a brief summary of quality assurance systems across different jurisdictions. While certainly not exhaustive, this information provides a sense of how the trend for increased quality assurance processes has played out in other jurisdictions.

[International Quality Projects](#)

[International Quality Agencies](#)

[Internationalisation Quality Review Process - \(OECD\):](#)

The IQRP is a process developed by the OECD to conduct cross-country analysis of higher education internationalisation with a focus on quality assessment and assurance. The review process has been piloted at universities across the world.

assuringlearning.com/international-perspective

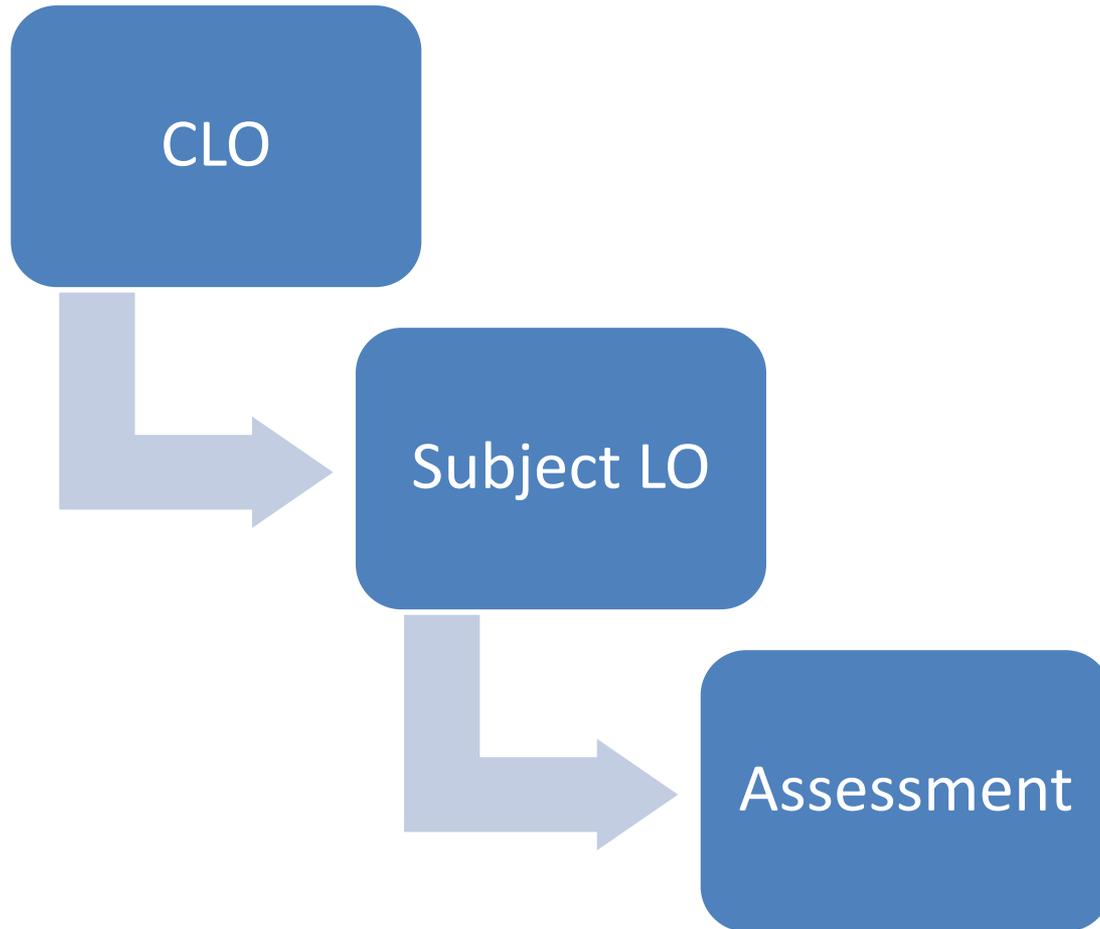
Quality Assurance: Same Same but Different

- Various national approaches, Coates and Richardson's (2011) indicated that there are **few multi-country initiatives**.
 - Organisation for Economic Co-operation and Development (OECD)
 - Assessment of Higher Education Learning Outcomes (AHELO)
Piloted at over 250 institutions to date, in more than 16 countries.
 - International Quality Review Process (IQRP)
The review process has been piloted at universities across the world.
 - Bologna Process
 - Tuning Project

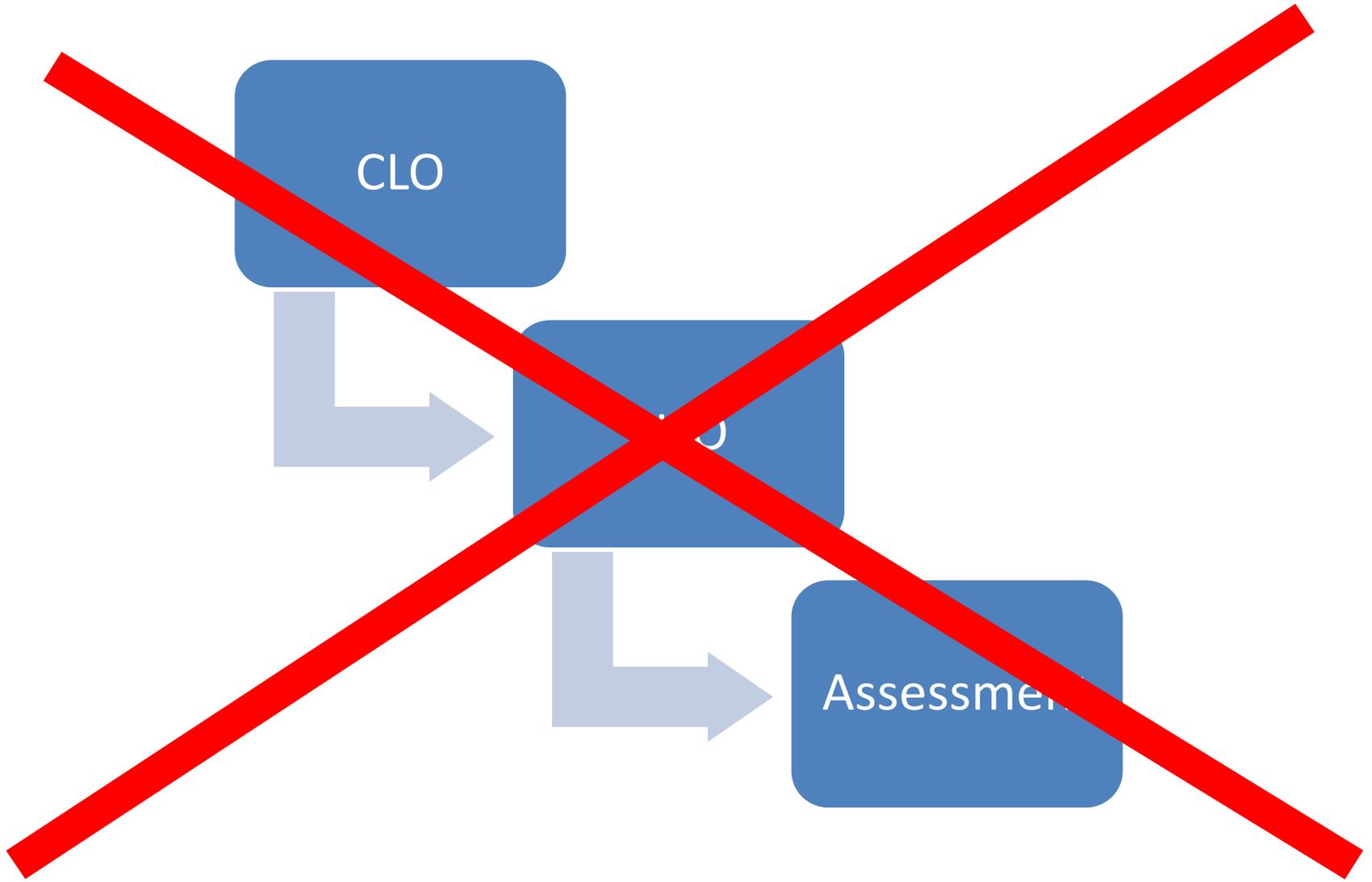
Valid Data for Quality Assurance

- Although quality assurance has been recognised as a critical component of educational enhancement principles there is little consistency as to how to achieve it.
- Of more concern, is the **validity of the data** being used to assure quality.

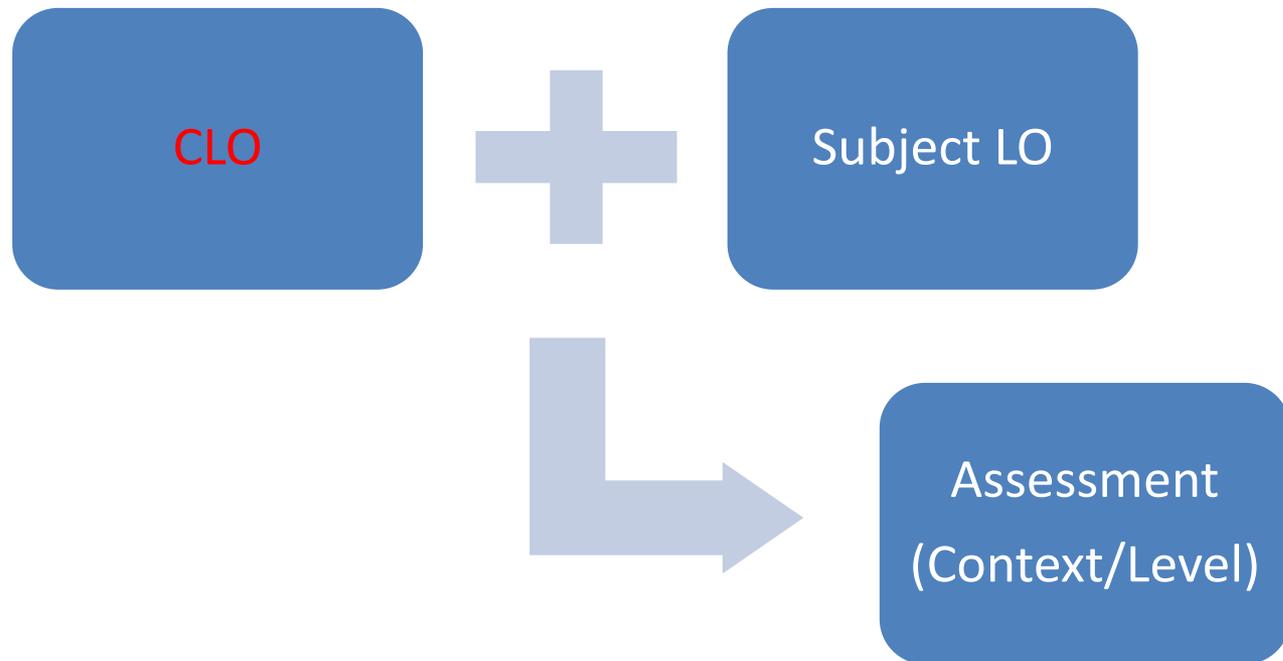
Valid Data for Quality Assurance



Valid Data for Quality Assurance



Valid Data for Quality Assurance



Assessment Task

STANDARD	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
GRADE	Z →	P → C	D → HD
CRITERIA			
Demonstration of inter-relationships between differing business related disciplines	<p>Limited demonstration of integration between disciplines.</p> <p>e.g. identification or description only.</p>	<p>Sound demonstration of integration between disciplines.</p> <p>e.g. examination, explanation, interpretation, application or analysis of interrelationships.</p>	<p>Comprehensive demonstration of integration between disciplines.</p> <p>e.g. detailed examination, insightful analysis or interpretation, synthesis, extrapolation, evaluation and/or recommendations.</p>
Application of critical understandings of theoretical concepts underpinning perspectives in industry based scenarios.	<p>No / little application of critical understandings demonstrated.</p> <p>e.g. Only one perspective drawn on to demonstrate concepts.</p>	<p>Application of critical understandings demonstrated.</p> <p>e.g. 2-3 perspectives drawn on to demonstrate concepts.</p>	<p>Convincing application of critical understandings demonstrated.</p> <p>e.g. Relevant and innovative application drawn from multiple / global perspectives.</p>

Whole of Course Rubric

CLO1 Demonstrate essential knowledge necessary for a career in business related professions

	Year 1: Foundation	Year 2: Intermediate	Year 3: Competent
A Appreciation of essential concepts necessary for a career in business and related professions.	Describes essential concepts of business.	Explains essential concepts of business, demonstrating application of concepts.	Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.
B Critical analysis and evaluation of essential concepts.	Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.	Demonstrates sound critical analysis / evaluation of essential concepts. e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.	Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.
C Consideration of the economic, social and cultural environments within which international businesses operate.	Demonstrates some consideration of the economic, social and cultural aspects of international business context.	Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates.	Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.

K1 Demonstrate essential knowledge necessary for a career in business related professions

	Year 1: Foundation	Year 2: Intermediate	Year 3: Competent
A Appreciation of essential concepts necessary for a career in business and related professions.	Describes essential concepts of business.	Explains essential concepts of business, demonstrating application of concepts.	Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.
B Critical analysis and evaluation of essential concepts.	Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.	Demonstrates sound critical analysis / evaluation of essential concepts. e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.	Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.
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	Below F	Meets P C	Exceeds D HD
Subject LO			
Subject LO			
Subject LO			
CLO1	Describes essential concepts of business	Explains essential concepts of business, demonstrating application of concepts.	Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.
CLO1	Demonstrates some consideration of the economic, social and cultural aspects of international business context.	Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates	Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.

Valid Data for Quality Assurance

- Sadler (2012) discusses commonly used options in assuring achievement including:
 - overall results,
 - external examiner systems,
 - threshold standards
 - and standardised testing,but stresses problems with each of these methods unless a
 - **moderation and calibration** process is included.

Valid Data for Quality Assurance

- Yorke (2008) has also **raised concern about adopting overall percentages as the indicator of quality.**
- What does a percentage or grade point average or degree classification actually tell us;
 - which capabilities were actually assessed
 - at what level;
 - how grading was decided.

Valid Data for Quality Assurance

Whole of Course ePortfolios

- Yorke (2008) proposed that **evidence can (some might say 'should') be created by students.**
- Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999).