

MEETING THE GLOBAL TREND FOR QUALITY ASSURANCE: A CASE STUDY FROM GRIFFITH UNIVERSITY

JUDE WILLIAMS
GRIFFITH UNIVERSITY, BRISBANE,
AUSTRALIA



Dr Jude Williams

Associate Professor Heather Alexander

Professor Alf Lizzio

Professor Nick Buys

Mr Stuart Jones

Significant regulatory changes, aimed at improving students' experience of Higher Education and ensuring comparability, quality and accountability across the sector.

Tertiary Education and Quality Standards Agency (TEQSA)

- Registers providers
- Higher Education Standards
- Program focus

(Similar to the Quality Assurance Council in Hong Kong)

Griffith University – long history of annual and 5-yearly program reviews.

Issues:

1. policy but no comprehensive framework and process
2. data hard to find and interpret, generally reported at course level rather than program level

Aims:

- To balance the need to ensure program compliance with a rich, meaningful program review process
- To develop staff capacity
- To use a participatory evaluation approach

Project had two inter-related components

1. Program Review Framework
2. Program Review Process

PROGRAM REVIEW FRAMEWORK

8 suggested Terms of Reference

Questions to help unpack the ToR

List of qualitative and quantitative data

Details of where the data can be found

Scope of the Program Review What are the Terms of Reference?	Questions What might be useful to know?	Evidence What evidence could be used?	Source/ Responsibility Where is the evidence available?
Assess the program's continued relevance and fit for purpose	History of the program		
	What was the program rationale? What was the market need and fit to Group Program Profile?	The original program proposal (Part 1 and Part 2, section 1).	This is available in Corporate Archives and Records Management Services (CARMS) - contact your Academic Services Officer (ASO)
	Brief program description		
	What are the program level outcomes? What are the core and elective courses? What are the capstone courses? Is there an academic plan? What is the research component of the program? What are the possible pathways that students can take to progress to the qualification?	From courses and program website	Program Convenor
	AQF Level		
What AQF level does the program fit?	Australian Qualifications Framework (AQF) Program website Course profiles	Review Team to decide	
Annual monitoring			
What process is used to review and implement scheduled course and program monitoring?	Annual Program Review & Improvement Report (APRIIR)	Program convenor/ASO	

Draft Framework

- Review of current practice
- Consultations: *readability, usability, omissions, contradictions*

Trial of Framework & Review Process

- Consultations
- Trial with one program review panel

Revision of Framework & Review Process

- Trial with six program review panels
- Evaluation

Survey and semi-structured interviews with all review panel members.

Findings:

- The Framework is useful in determining what to focus on in review – breadth and depth;
- The Framework questions were valuable to review teams;
- The suggested Terms of Reference for a program review match the requirements for professional accreditation;
- The list of data sources are useful for the collection of information necessary for review;
- The Review Panel Members' knowledge of and confidence in program review processes increased using the new Program Review Framework; a participatory evaluation approach; and a model review process;

Issues raised: access and accessibility of data for review; and the time and resources required for a rigorous and effective review to occur.

KEY ACHIEVEMENTS

- Development of new, comprehensive data reports for program review.
- Strong partnerships across different elements of the university
- Success of participatory approach

FIG Percentage of data for program review

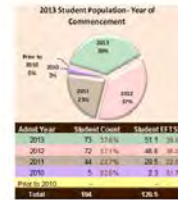
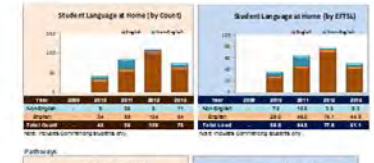


FIG Percentage of data for program review



Thank you