



Queensland University of Technology
Brisbane Australia

USQ

UNIVERSITY OF
SOUTHERN QUEENSLAND



UNIVERSITY OF
TECHNOLOGY SYDNEY

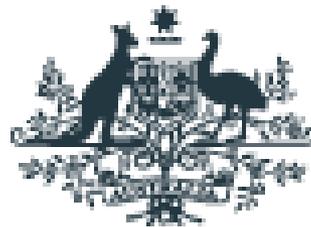


RMIT
UNIVERSITY



BOND
UNIVERSITY
BRINGING AMBITION TO LIFE

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



Australian Government

Office for Learning and Teaching

Project Overview

- ▶ The project aims to support assurance of learning across Australia by:
 - sharing good practice
 - examining common challenges and possible solutions
 - developing an online resource kit, including a review of current tools used to assure graduate attributes (assuringlearning.com)



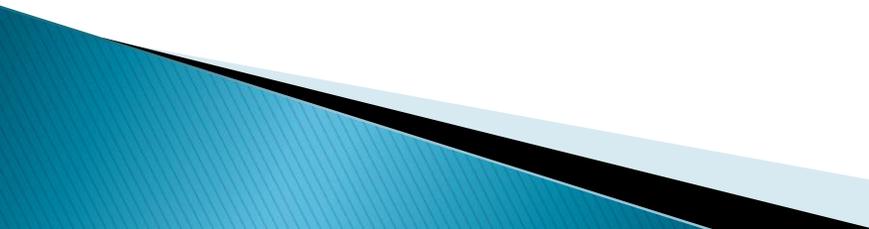
"Hunting, gathering.... It's so hard to *prioritize!*"

What?

- Establishing graduate attributes and measurable learning objectives for the program
- **Mapping learning objectives** to suitable units of study in the program (where possible allowing for introduction, further development and then assurance of the objectives)
- Aligning relevant assessment tasks to assure learning objectives
- Communicating learning objectives to staff and students
- **Collecting data** to show student performance for each learning objective
- **Reporting** student performance in the learning objectives
- Reviewing reports to identify areas for program development – Closing the Loop

(AACSB White Paper, 2007)

How?

- ▶ Sector Wide Audit
 - Pilot in business disciplines
 - Then widen to other disciplines with professional requirements (engineering, pharmacy, law, etc)
 - ▶ Follow up Focus groups with leaders 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
- 

Pilot – Curriculum Mapping

- ▶ All had a mapping process in place to identify where graduate attributes were being assured in a degree program
- ▶ Responsibility for mapping the graduate attributes into the curriculum varied:
 - 64% teaching
 - 36% faculty management (for example ADTLs, Program Directors)
- ▶ Level of mapping also varied:
 - 40% mapping to subject only
 - 60% mapping to specific assessment tasks within a subject

Pilot – The Use of Rubrics in Assuring Learning

- ▶ 80% used rubrics in their AoL process
 - 11 of these 20 institutions used standard rubrics across programs to ensure consistency of criteria and standards
- ▶ The development of the rubrics varied across institutions:
 - 48% developed by the teaching staff
 - 16% by educational experts
 - 16% developed by faculty management

Pilot – Data Collection

- ▶ Although mapping and the use of rubrics was common practice across the sample, 60% of respondent institutions had not yet collected AoL data.
- ▶ Of the ten institutions that were collecting data different approaches were taken:
 - Capstone subjects alone
 - Collected data across the whole program to obtain measures of students' achievement throughout their degree.
 - One institution had chosen to use a stand alone testing method where students sit an exam that is independent of their individual subjects.
- ▶ Type of data being collected varied:
 - 12% collected overall marks for the specific mapped assignment
 - 28% were using the marks for the criteria that related to the graduate attribute only.

Main Challenges

The main challenges identified were:

- ▶ Staff Workload
 - “staff looked upon AoL as extra burden” (D)
 - “time consuming, academic staff see it as imposition on their time” (B)
- ▶ Staff Engagement
 - “challenge to get beyond that this is more than ticking box, it’s about improving student learning outcomes” (B)
 - “it took me six years to get staff buy-in” (F)
 - “we have achieved staff acceptance, not buy-in” (Q)
 - “the ones that are really hung up on the content are the ones that the most difficulty accepting a different way of thinking about their course and their assessment” (O)

Main Challenges

- ▶ Scale
 - The size of the challenge to curriculum map and data collect over a number of programs in a faculty was seen to be daunting by a number of the respondents, especially those universities with large student populations, for example, universities with intakes of over 1000 students in undergraduate programs.
- ▶ Technical
 - All the universities wanted to have a streamlined, efficient system to assure learning but achieving this provided some technical problems.

Best Practice Examples

▶ Leadership

- “It’s important that the dean and other top leadership are clearly and vocally supporting AoL.” QUT

▶ Inclusion

- “This can be achieved by developing the AoL process together with academics and when they are comfortable with it and see its worth and workability they become champions for AoL. “UNSW

▶ Embedded (to reduce work burden)

- “I said to them realistically what do you really think could fit in your subject? Then I said okay, let's actually look how you assess students. Let's see how those things that you've put in that list could actually fit into an assessment without you doing anything much different. “UTS

▶ Resources, Support and Training

- “Staff pay attention to how much resourcing is given to AoL and how much training they get is an indicator of how serious the institution is about AoL.” QUT

Other Disciplines

- ▶ Pharmacy:
 - Clinical Practitioners vs. Science Professional
 - Graduate Attribute mapping part of Pharmacy School Accreditation
 - Pharmacy Graduates undergo an internship before they practice
- ▶ Law:
 - Graduate Attributes are mapped alongside the Priestly Eleven
 - The Law Threshold Learning Outcomes
 - Conflicts with Traditional Legal Education

Other Disciplines

- ▶ Engineering:
 - Challenges in integrating Generic Attributes, Accreditation Based Attributes, and Threshold Learning Outcomes
 - Emphasis on content in Engineering Faculties rather than skills
 - ▶ Nursing:
 - Lack of standardised clinical skills across programs, although all work from the same accreditation based competencies
 - The broad range of skills required in practice means a gap between graduate and work ready nurses
 - ▶ Teaching:
 - There are required competencies for accredited teaching programs, with career levels of practice derived from these seven standards
- 

Resources

► Website:

- <http://assuringlearning.com/>
- [Good Practice](#)
- [Tools](#)
- [Related Projects](#)
- [Links](#)
- [Further Reading](#)



Where next?

- ▶ Extend to other disciplines
 - ▶ Examine international practice
 - ▶ Review tools and resources

 - ▶ Strategies for implementation and building staff capability as regards the learning, teaching and assessment
 - Ask ‘what would a teacher do?’ – what is going on to change practice... what can academics do in their classroom
 - Disseminate real examples of how to use what is happening to go on to change practice

 - ▶ Advise on developing shared views so that staff and students can understand what assurance of learning is trying to achieve
- 