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Office for  
**Learning & Teaching**

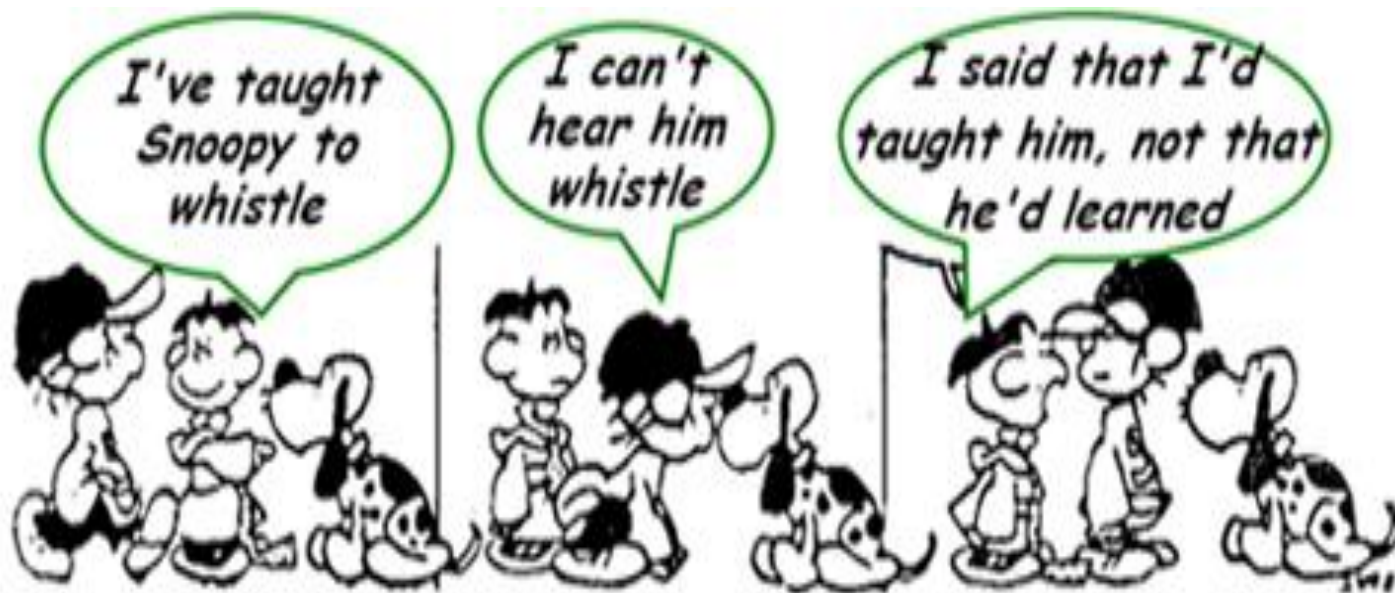
# Quality Assurance: Same Same but Different

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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 Kōunga Mātauranga  
mō ngā Whare Wānanga o Aotearoa

# Council for Higher Education Accreditation



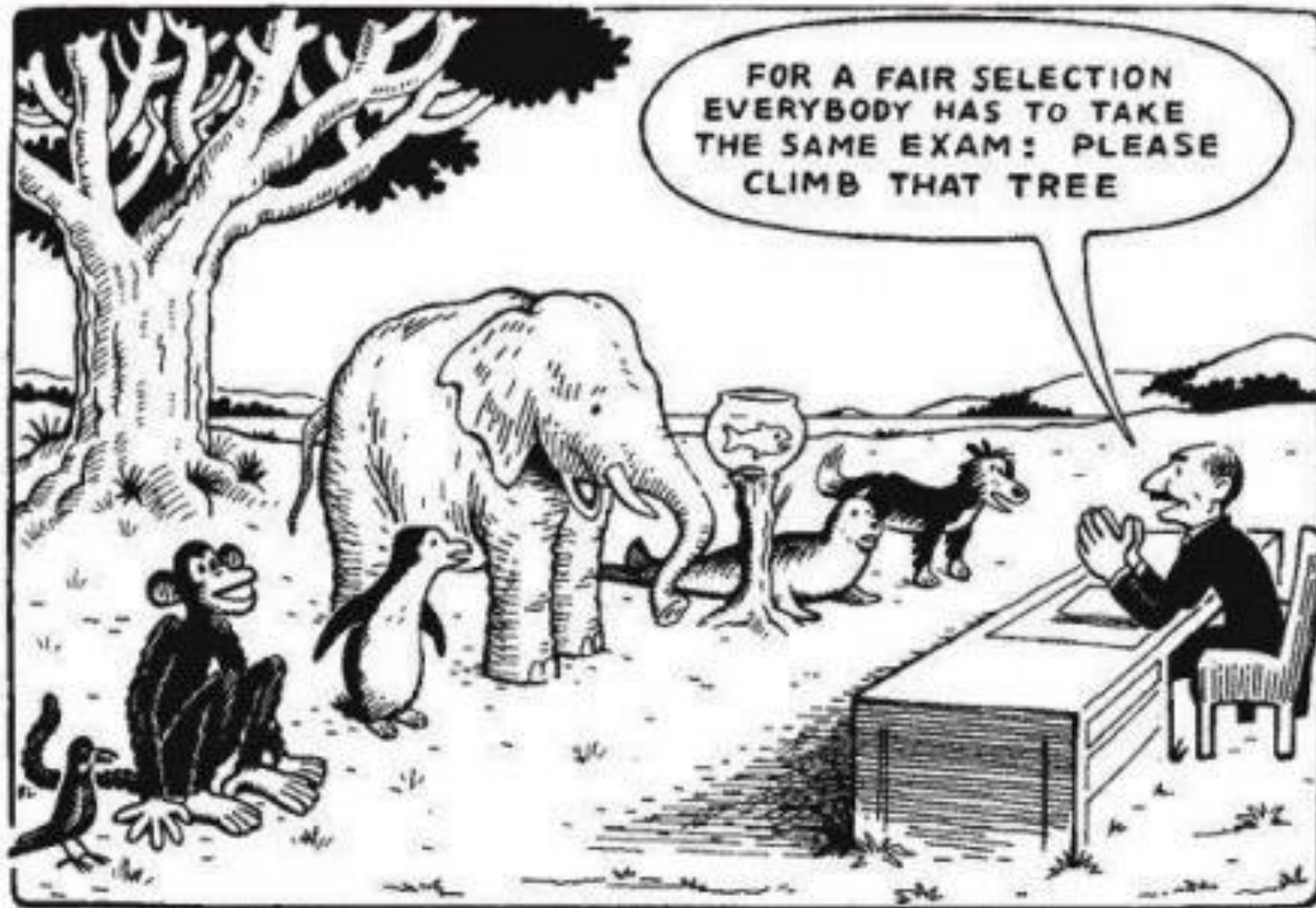
**Australian Government**  
Tertiary Education Quality and Standards Agency



National examinations

Collegiate Learning Assessment has been adopted by over 400 universities





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

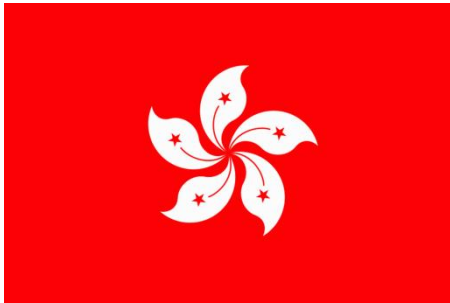
- a standardisation of programs,
- stifle innovation
- and may fail to discern vital disciplinary nuances of application and distinctions between programs.





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

Australian Qualifications Framework – self assessment.



Peer review system

External examiners and benchmark standards



# Assuring Learning

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## *AOL Strategies*

[What is the AOL Process?](#)

[Principles/Examples](#)

[Discipline Overview](#)

[Tool Review](#)

[Leadership](#)

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[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](http://assuringlearning.com/international-perspective)



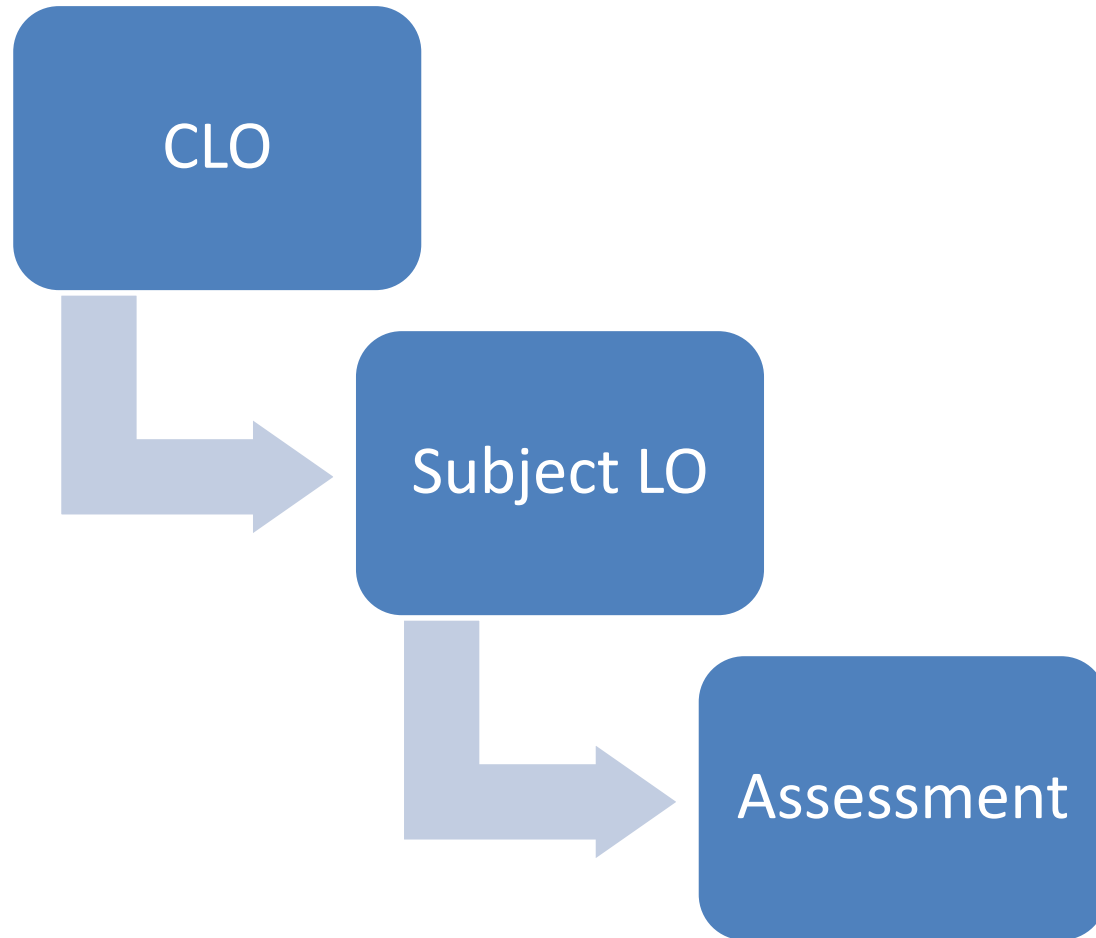
# Quality Assurance: Same Same but Different

- 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

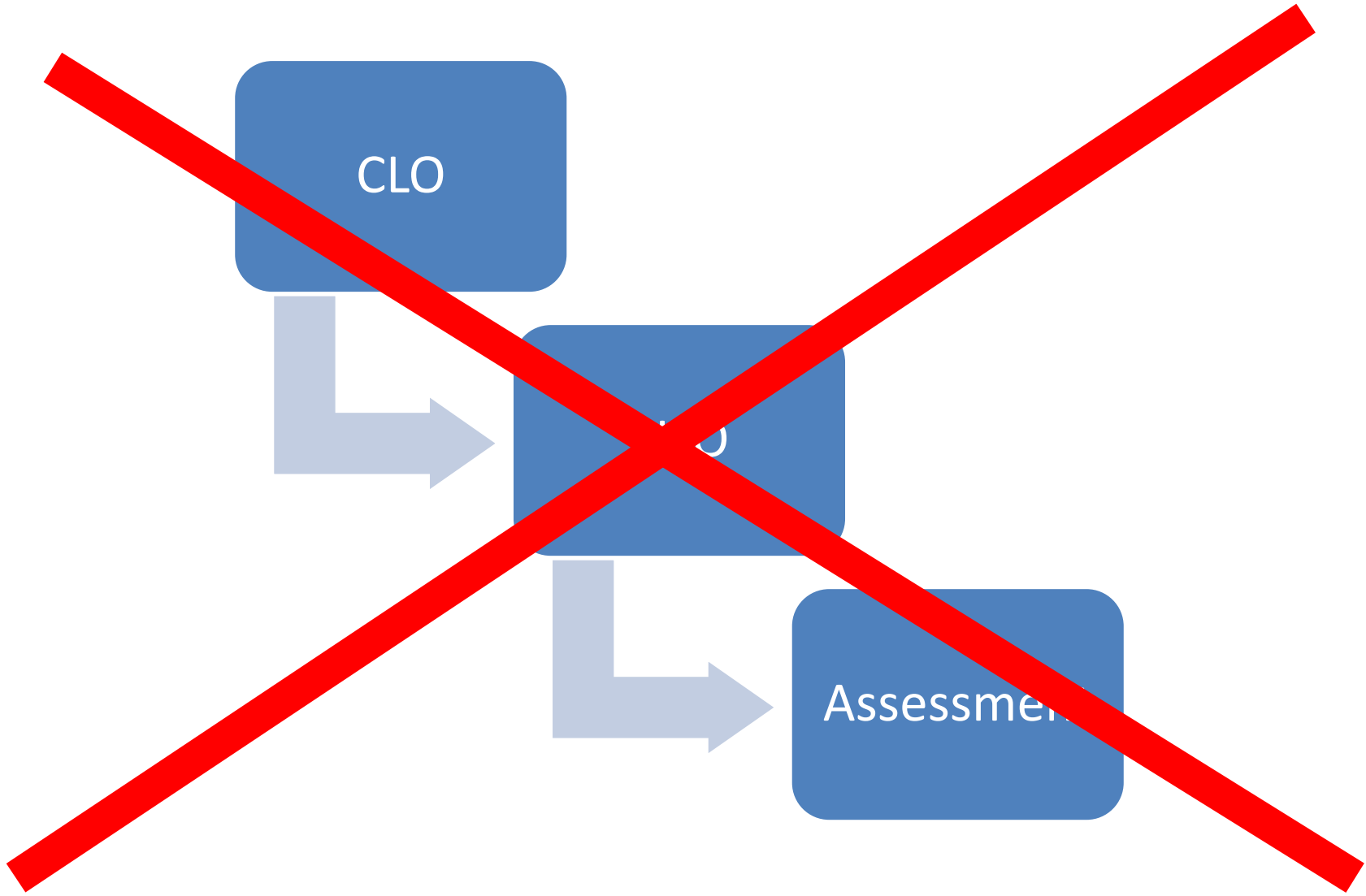
# Valid Data for Quality Assurance

- 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.

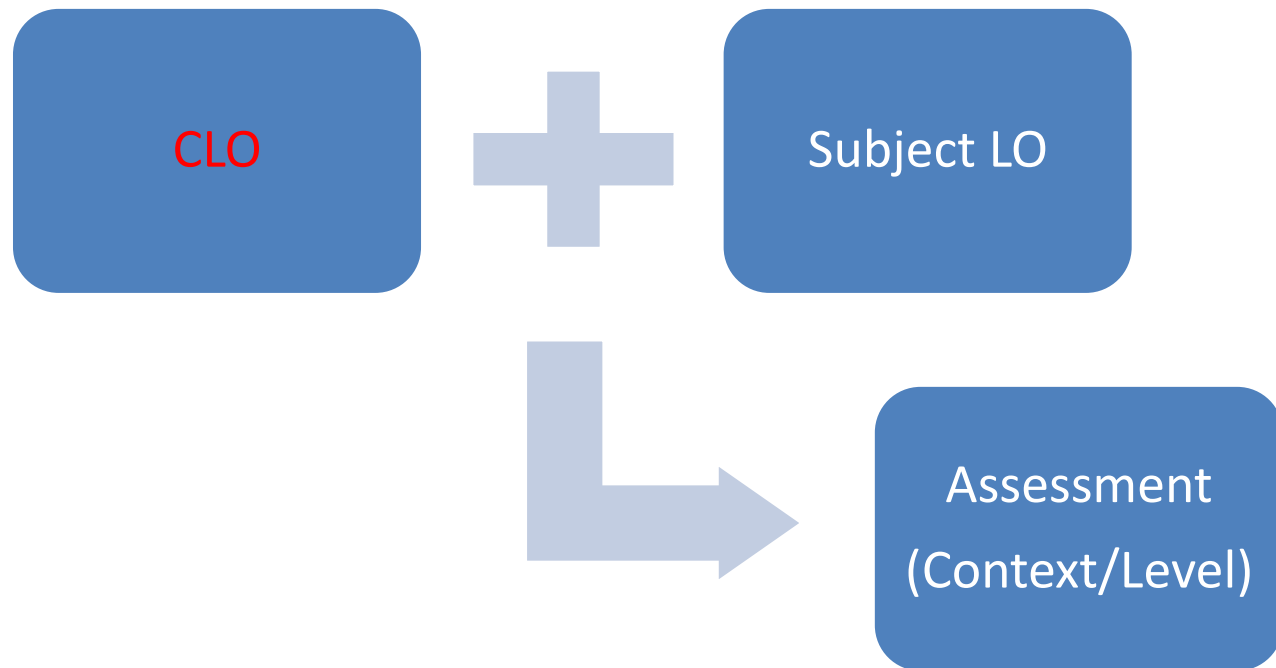
# Valid Data for Quality Assurance



# 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   |
|--|---|---|---|
| <b>A</b><br>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>B</b><br>Critical analysis and evaluation of essential concepts.  | Demonstrates some critical analysis/evaluation of essential concepts.<br>e.g. Reference to concepts through definition or description only. | Demonstrates sound critical analysis / evaluation of essential concepts.<br>e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts. | Demonstrates thoughtful critical analysis and evaluation of essential concepts.<br>e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.  |
| <b>C</b><br>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.<br>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   |
|--|---|---|---|
| <b>A</b><br>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>B</b><br>Critical analysis and evaluation of essential concepts.  | Demonstrates some critical analysis/evaluation of essential concepts.<br>e.g. Reference to concepts through definition or description only. | Demonstrates sound critical analysis / evaluation of essential concepts.<br>e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts. | Demonstrates thoughtful critical analysis and evaluation of essential concepts.<br>e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.  |
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|            | Below<br>F  | Meets<br>P C  | Exceeds<br>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.<br>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).