Curriculum Design for Assuring Learning in Business Education

Session 1
Hunters & Gatherers: Strategies for Curriculum Mapping and Data Collection for Assurance of Learning

assuringlearning.com
What are we trying to achieve when we teach?
What do we mean by Assurance of Learning (AoL)?

It can be seen as the answers to the following questions:
1. What will our students learn in our program? What are our expectations?
2. How will they learn it?
3. How will we know they have learned it or not?
4. What will we do if they have not learned it?
5. If they have not learned it, how will we try to fix this?
How do we assure learning?

- Write CLOS
- Map CLOS
- Collect Evidence
- Use Evidence
- Benchmark
2013 Business Accreditation Standards

Standard 8

• The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

[CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]
How do we assure learning?

- How do we assure learning?
  - Write CLOS
  - Map CLOS
  - Collect Evidence
  - Use Evidence
  - Benchmark

- demonstrating that degree program learning goals have been met.
- determining and revising degree program learning goals
- demonstrating that degree program learning goals have been met.
- improving degree program curricula to achieve learning goals
2013 Business Accreditation Standards

Basis for Judgment

• Learning goals/curricula derive from and are consonant with the school's mission, expected outcomes, and strategies.

• Learning goals and curricula reflect currency of knowledge. The peer review team expects to see evidence of curricula improvement based on new knowledge.

• Curricula management facilitates interactions and engagement to support development and management of both curricula and the learning process.

• Learning goals and curricula reflect expectations of stakeholders.

• Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence.

• Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
How do we assure learning?

Curricula management facilitates interactions and engagement to support development and management of both curricula and the learning process.

Evidence of recent curricula development, review, or revision demonstrates effectiveness of curricula management.

Learning goals/curricula derive from and are consonant with the school's mission, expected outcomes, and strategies.

Learning goals and curricula reflect currency of knowledge. Seeing evidence of curricula improvement based on new knowledge.

Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals.
TEQSA

AQF/ Discipline TLOS – Reference Points

• **Alignment** to qualification type descriptors within appropriate AQF level specification

• Attach, for each course of study included in this application, a list of identified learning outcomes and a map showing how the learning outcomes align to the qualification type descriptors within the appropriate AQF level specification.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Bachelor of Accounting</th>
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<tbody>
<tr>
<td>Delivery Site(s):</td>
<td>Melbourne, St Kilda campus</td>
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<td>Delivery Mode(s):</td>
<td>Blended delivery, involving face to face lectures and tutorials; moderated online discussion groups, and use of other E-learning resources, including workplace simulations.</td>
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<td><strong>AQF Specification</strong></td>
<td><strong>Learning Outcomes</strong></td>
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<td>Level 7</td>
<td>• Integrate theoretical and technical accounting knowledge, which includes a selection of auditing and assurance, finance, economics, quantitative methods, information systems, commercial law, corporation law and taxation law.</td>
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<td><strong>Knowledge</strong></td>
<td><strong>Skills</strong></td>
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<td>A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.</td>
<td>• Cognitive skills to review critically, analyse, consolidate and synthesise knowledge</td>
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<td>• Cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas</td>
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<td>• Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence</td>
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<td>• Communication skills to present a clear, coherent and independent exposition of knowledge and ideas</td>
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<td><strong>Application of knowledge and skills</strong></td>
<td>• Justify and communicate accounting advice and ideas in straightforward collaborative contexts involving both accountants and non-accountants</td>
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<td>Demonstrated:</td>
<td>• Exercise judgment to solve routine accounting problems in straightforward contexts using social, ethical, economic, regulatory and global perspectives</td>
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<td>• With initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship</td>
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<td>• To adapt knowledge and skills in diverse contexts</td>
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<td>• With responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters</td>
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<tr>
<td>• Critically apply theoretical and technical accounting knowledge and skills to solve routine accounting problems</td>
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<td>• Reflect on performance feedback to identify and action learning opportunities and self-improvements</td>
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</table>
• Provider Course Accreditation Standard 1.2 requires that: ‘there are robust internal processes for design and approval of the course of study, which: ... provide for appropriate development of key graduate attributes in students including English language proficiency.’

• TEQSA requires a summary of how the provider has ensured that there has been appropriate development of key graduate attributes including details of how key graduate attributes are integrated with curriculum design, assessment practices and course delivery.
TEQSA

- Provider Course Accreditation Standard 5.6 requires that: ‘the higher education provider is able to demonstrate ... that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.’
- TEQSA requires a summary of how the provider has ensured that there has been appropriate development of key graduate attributes for each course of study included in the application, including English language proficiency.
- Provider Course Accreditation Standard 5.3 requires that: ‘course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.’
Analysis of grade distributions
Criterion-referencing requires a **focus on identified learning outcomes** and provides transparency for students.

TEQSA requires:

- an analysis **against comparative data** of the grade distributions for each course of study over the current accreditation period
- a summary of any **actions taken, or planned**, by the provider to address any issues or concerns.

For example, based on the comparison data used, note whether there is any concentration of grade distributions that is outside of the provider’s usual levels, and/or the higher education sector trends.
How do we assure learning?

- Write CLOS
- Map CLOS
- Collect Evidence
- Use Evidence
- Benchmark
The magic words . . .

- **Holistic** - a whole of course approach was important to ensure students' progress in a way that ensures CLOs can be introduced and then further developed before they are assured on completion of their award.

- **Integrated** - in order for CLOs to be valued by academic teaching staff and students they had to be embedded into the curriculum, and linked to assessment.

- **Collaborative** - the process had to be developed in conjunction with the academic teaching staff in an inclusive rather than top down approach, so that staff engaged with, and recognised the importance of the process.

- **Maintainable** - any process that is implemented has to be sustainable to ensure it is not reliant on individuals or resources - streamlined.
How do we assure learning?

- Write CLOS
- Map CLOS
- Design Curriculum
- Engage Students
- Facilitate Learning
- Assess Learning
- Collect Evidence
- Use Evidence
- Review Practice
- Benchmark
- Facilitate Learning
- Assess Learning
- Collect Evidence
- Use Evidence
- Review Practice
- Benchmark
- Design Curriculum
- Engage Students
Whole of Course Approach
Whole of Course Approach

Critical Thinking

Ethical Awareness
Whole of Course Process – How?

• Writing **Course** Learning Outcomes
• Understanding Criteria and Standards needed to achieve the CLOs (**whole of course** rubrics)
• Designing Authentic **Scaffolded** Assessment of CLOS
• Teaching CLOs with Effective Feedback/**Feedforward** Mechanisms
• Leading the Process – Facilitating Change
Designing learning

- What should the students be able to do/know?
- Has it been effective?
- What can be improved?

Learning Outcomes

Learning Activities

- What do the students need to do to learn?
- How will you/students know if they can do it?

Evaluation

Assessment
Constructive Alignment

Learning and teaching activities
Designed to meet learning outcomes

Intended Learning Outcomes

Assessment methods
Designed to assess learning outcomes

John Biggs, 2000
Designing learning

• What should the students be able to do/know?
Writing Learning Outcomes

Definition of learning Outcomes

• Learning Outcomes describe what students are expected to learn and what they will be assessed on as a result of participating in a course.

• It is important that course Outcomes are written for specific forms of learning that students are able to demonstrate as part of their assessments.
Benefits of Learning Outcomes

- Learning Outcomes maximise student study efforts and encourage independent learning by making the teacher’s focus and decision-making for assessment transparent.
- They provide lecturers with a guide for what should be assessed.
- They provide the basis for lecturers and tutors to link teaching design and teaching activities with desired student results.
- Writing learning Outcomes provides course teams with the opportunity to demonstrate which graduate skills are developed in their course.
- They provide the basis for evaluating course effectiveness in relation to student learning.
Considerations

• UOW Curriculum Themes & Guiding Principles

• AQF

• Discipline Threshold Standards (e.g. LTASP – accounting/marketing/economics)

• Professional Bodies eg CPA

• TEQSA
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Point of Difference

Uni A
- TLO 1
- TLO 2
- TLO 3
- TLO 4
- GA

Uni B
- TLO 1
- TLO 2
- TLO 3
- TLO 4
- Theme
- GA

Uni C
- TLO 1
- TLO 2
- TLO 3
- TLO 4
- Theme
- GA
Curriculum Themes & Guiding Principles

Intellectually Challenging

Research/Enquiry Based

Technology Enriched

Real World Focused

UOW Learning Experience: CONNECTED
Streamlined Approach

AQF/TLO (External)

University Themes

CLO
Streamlined Approach

CLO → SLO → Assessment
Streamlined Approach

CLO

Assessment
Streamlined Approach

CLO + SLO

Assessment (Context/Level)
Writing Learning Outcomes

1. Begin your list of 3-5 learning Outcomes with a one-time lead-in statement like –

   “On successful completion of this course/major students will be able to . . .”

   IT IS WHAT THE STUDENT WILL BE ABLE TO DO NOT WHAT YOU ARE GOING TO DO
2. Then, for each learning objective that follows, start with an action verb that reflects the appropriate behaviour students should be able to demonstrate, e.g.,
2. Then, for each learning outcome that follows, start with an action verb that reflects the appropriate behaviour students should be able to demonstrate, e.g.,

**UNDERSTAND**
Knowledge verbs - what students will need to know (cognitive behaviors).
Attitude verbs - describe what students should care about (affective behaviours).
Skill verbs - describe what students should be able to do (psychomotor behaviours).
3. After each action verb, include a qualifier to restrict the conditions and terms under which the Outcomes are met.

How often? How well? How many? How much? How will we know it has reached the required standard? What is given/not given? What are the variables?

Again review the AQF Levels/Discipline Standards/Professional Body Requirement for guidance on these qualifiers, for example,

• to address unpredictable and complex problems
• with reference to the professional codes of conduct in diverse contexts
• with responsibility and accountability for own learning.
What does a graduate look like?

The Six Thinking Hats (de Bono)

The White Hat
calls for information known or needed.

The Red Hat
signifies feelings, hunches and intuition.

The Black Hat
is judgment - the devil's advocate or why something may not work.

The Yellow Hat
symbolizes brightness and optimism.

The Green Hat
focuses on creativity: the possibilities, alternatives and new ideas.

The Blue Hat
is used to manage the thinking process.
What does a MBus graduate look like?

The Six Thinking Hats (de Bastradised Bono)

The White Hat

What do you think a graduate should look like.
What does a MBus graduate look like?

The Six Thinking Hats (de Bastradised Bono)

The Red Hat
What do students want to achieve.
What does a MBus graduate look like?

The Six Thinking Hats (de Bastradised Bono)

The Black Hat
What does industry/the profession want from graduates.
What does a MBus graduate look like?

The Six Thinking Hats (de Bastradised Bono)

The Yellow Hat

What does UOW want your course to achieve.
What does a MBus graduate look like?

The Six Thinking Hats (de Bastradised Bono)

The Green Hat
Who are you marketing the course at.
What does a MBus graduate look like?

The Six Thinking Hats (de Bastradised Bono)

The White Hat
What do you think a graduate should look like.

The Red Hat
What do students want to achieve.

The Black Hat
What does industry/the profession want from graduates.

The Yellow Hat
What does UOW want your course to achieve.

The Green Hat
Who are you marketing the course at.

The Blue Hat
Does the course achieve all this.
Learning Outcomes Checklist

*Read each learning objective* - Yes/No

- Does it speak directly to the learner? (refer to what student might achieve, not what teacher will do)
- Is it measurable?
- Does it target one specific aspect of expected performance?
- Does it use an effective action verb?
- Does it match instructional activities and assessments?
- Is it written in terms of observable behavioural outcomes?
# CLO Checklist

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Where next?

• How are you going to progress as a team?