Assessing Disciplinary Learning Standards

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ABDC
australian business deans council

Outline

1. Regulatory context ✓
2. Setting learning standards ✓
3. Implementing learning standards ✓
4. Assessing learning standards

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Disciplinary groups

- Architecture
- Arts, Social Sciences and Humanities
- Building and Construction
- Business, Management and Economics
- Creative and Performing Arts
- Education
- Engineering and ICT
- Health
- Law
- Science

Sector wide approaches

- Quality Verification System - Group of Eight initiative. Individual unis publish results (e.g. USyd)
- Assessment Moderation - Funded by OLT (SP10-1843). Led by K.Krause and G. Scott
- Assuring graduate capabilities fellowship - Funded by OLT. Held by B. Oliver

http://disciplinestandards.pbworks.com

Assessing learning standards

1. Perceptions – employers, graduates, professional bodies

eg. AGS/CEQ; professional body accreditation

2. Common test – ACER, CLA, AHELO

“many graduates already subjected to skills testing for employment”

3. External moderation – UK, Go8, Krause, ABDC-Prof Bodies

“Assessment is largely dependent upon professional judgement and confidence in such judgement requires the establishment of appropriate forums for the development and sharing of standards within and between disciplinary and professional communities” (Tenet 6: Price et al, 2008)

	QVS	Krause-Scott et al	Achievement Mat
Scope	Multiple	Multiple	Accounting
Level	Bachelor	Bachelor	Bach + Mast
HEI grouping	Go8	11 across	Start 10 across
Reviewers	1 academic	1 per discipline partner	2 aca/professionals
Calibrated	No	No	Yes
Data selection	Stratified	Stratified	Randomised
Sample size	5% HD/D/C/P/F	1 HD/D/C/P/F	5
Products	Unit inputs/outputs	Unit inputs & outputs	Limit to thresholds
Intent	Quality assurance (QA)	QA & Quality Enhancement (QE)	QA & QE
Authority	Top-down	Top-down	Ground-up

Achievement Matters Project

Aims

1. Evidence of accounting academic standards
   - External, double-blind, peer-reviewed
   - Benchmark against national consensus (Bachelor & Master)
   - All HEP types
2. A model process for obtaining and using evidence
   - Assessing inputs & outputs
   - Quality enhancement & assurance
3. Professional learning and capacity building

Rationale: Improve, self-regulate, avoid perverse options

Adelaide, Curtin, Deakin, Griffith, Monash, RMIT, Southern Cross, Sydney, USQ, UWA, UWS

Achievement Matters - Method

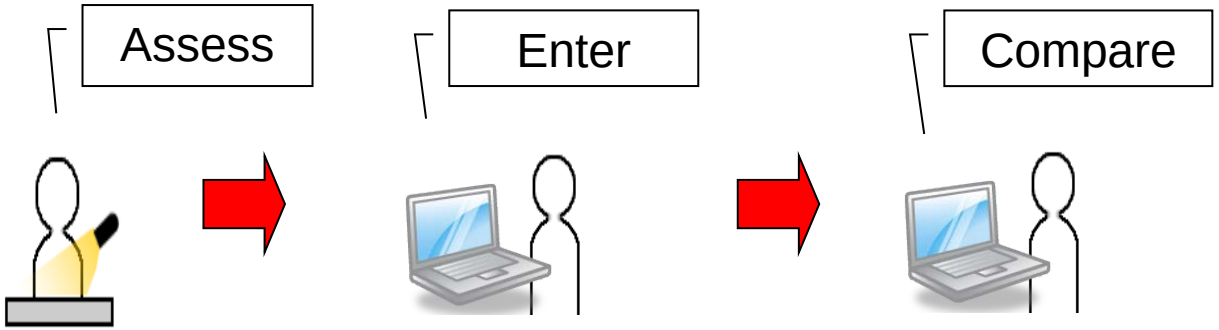
- **2011-2013**
  - Pilot (10 unis) + 4 cycles (expanded participation)
  - Pilot refines process (calibration, data collection, home application)
- **Cycle steps**
  1. Participating providers nominate 2 peer reviewers ; choose task(s) to evidence national learning standard under focus; implement processes for data collection
     - Outputs: student work (minimum of 5 pieces) per standard, randomly selected
     - Inputs: diverse tasks
     - All data de-identified and reviewers anonymised
  2. Independent data coordinator ensures data and reviewer anonymity

Achievement Matters - Method
Cycle steps 3-10

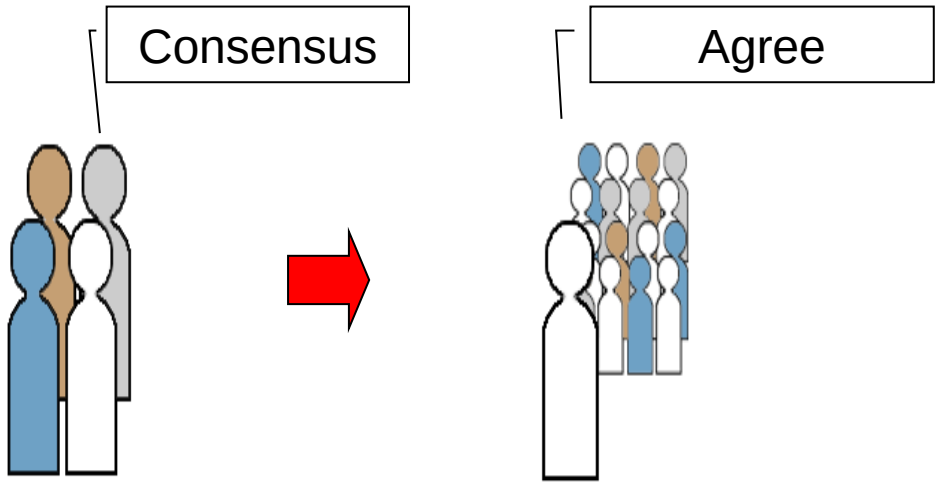
3. Reviewers calibrate meaning of ‘standards’ and task validity
    - consensus moderation via 3 stage activity (pre -, at, post-workshop)
    - 20 peers (+ control group and professional group)
4. Software (SPARK^{PLUS}) used to collect & distribute peer reviews
5. Profession evaluates inputs
6. Peers independently evaluate inputs , outputs & process
7. Data aggregated and returned
8. Post review debrief & learning
9. Participating providers implement any changes
10. Disseminate to wider community

Reaching consensus on assessment task validity

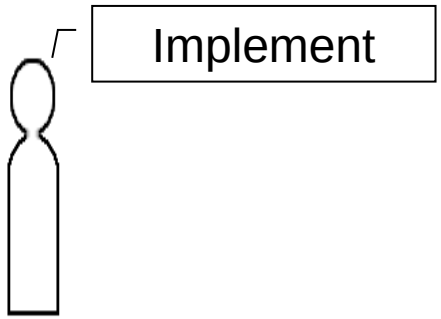
Pre-F2F



F2F

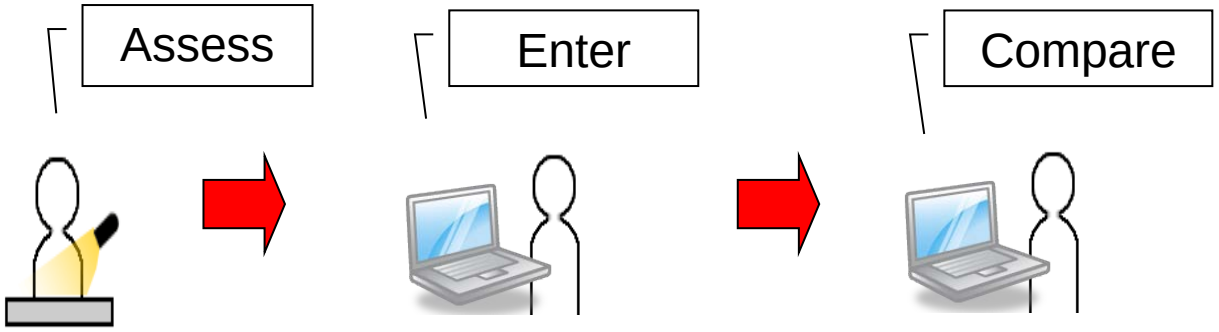


Post-F2F



Calibrating and grading to the standard

Pre-F2F



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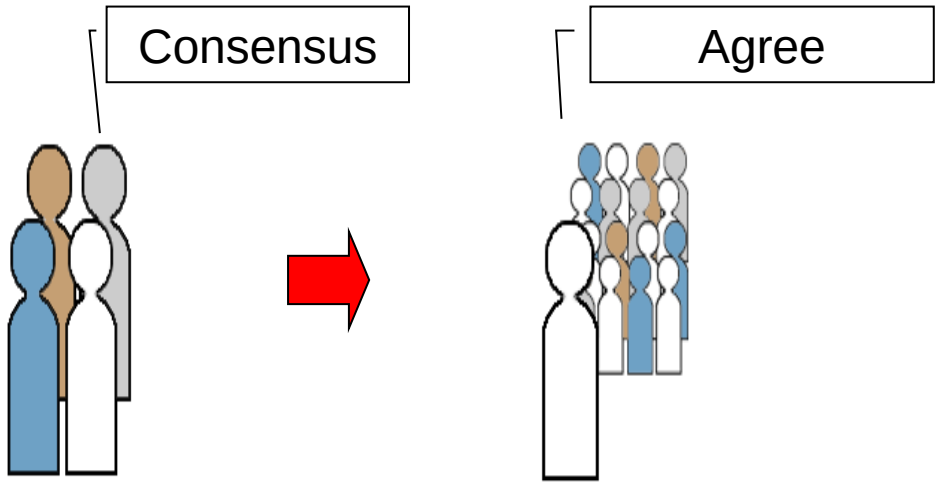


Post-F2F

Apply
- to assignment if student
- to marking if faculty

I’m confident rating assessment requirements and students’ work

Reviewer confidence pre-F2F

Multi Assessor Summary

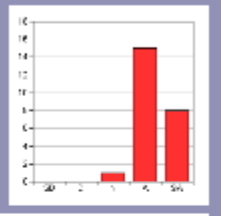
Select Group: All Students

Rating Scale Division Splits: 1 | Join Categories | Expand All

SPECIFICS

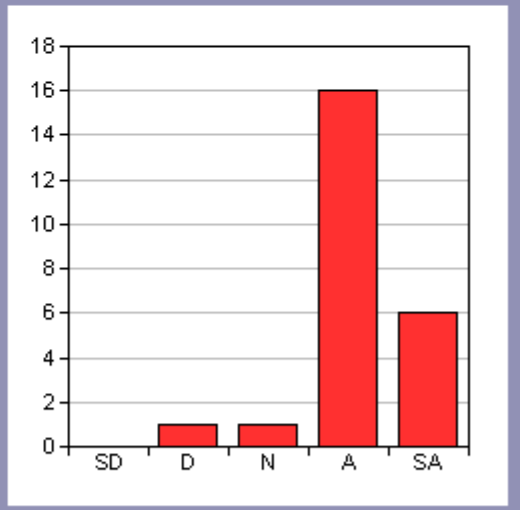
1. I am confident rating the capacity of assessment requirements to allow students to demonstrate the national threshold learning outcome for written communication

SD | D | N | A | SA



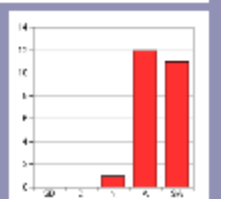
2. I am confident rating students' written communication ability benchmarked against the national standard

SD | D | N | A | SA



3. I am confident that the my feedback, explaining my ratings and offering suggestions, will be useful to the assessor

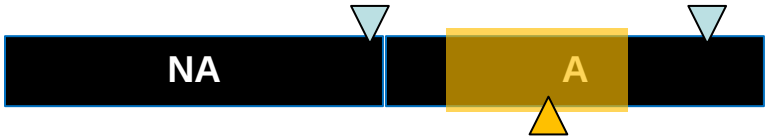
SD | D | N | A | SA



Calibration – task validity

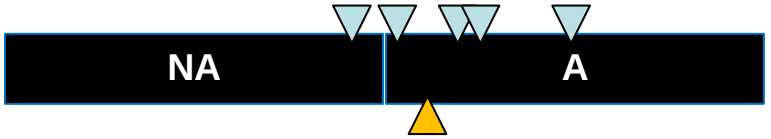
Individual results pre-workshop

- Min & max (n=26)
- Mean ±1 SD



Group results at workshop

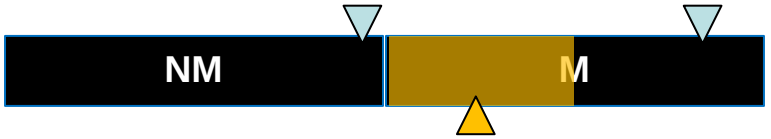
- Small groups (n=5)
- Consensus



Calibration – UG student 1

Individual results pre-workshop

- Min & max (n=26)
- Mean ±1 SD



Group results at workshop

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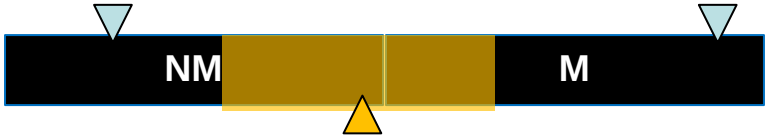
- Consensus

Calibration – PG student 1

Individual results pre-workshop

- Min & max (n=26)
- Mean ± 1 SD



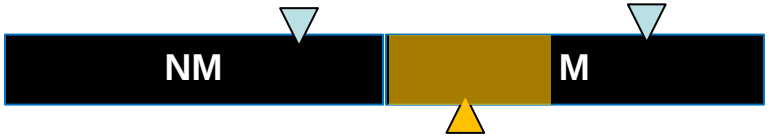
Group results at workshop

- Small groups (n=5)
- Consensus

Confirmation – PG student 5

Individual results at workshop

- Min & max (n=20)
- Mean ±1 SD



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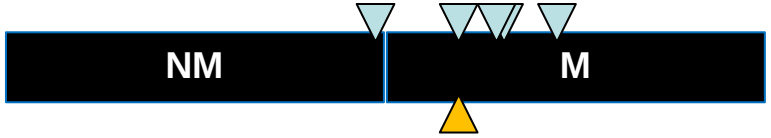
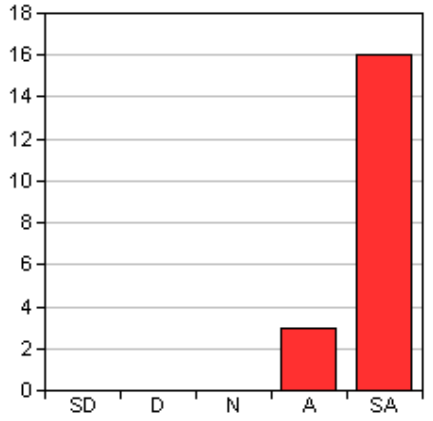
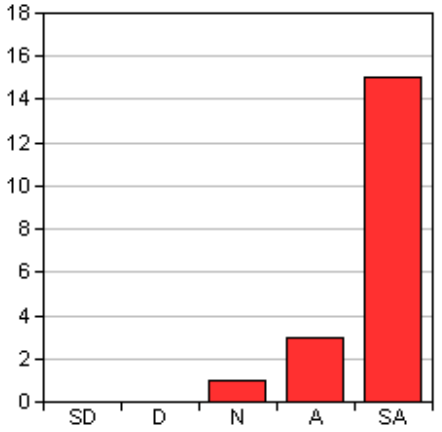


Participant feedback

Having to enter my feedback into SPARK caused me to reflect on the reasons for my judgement

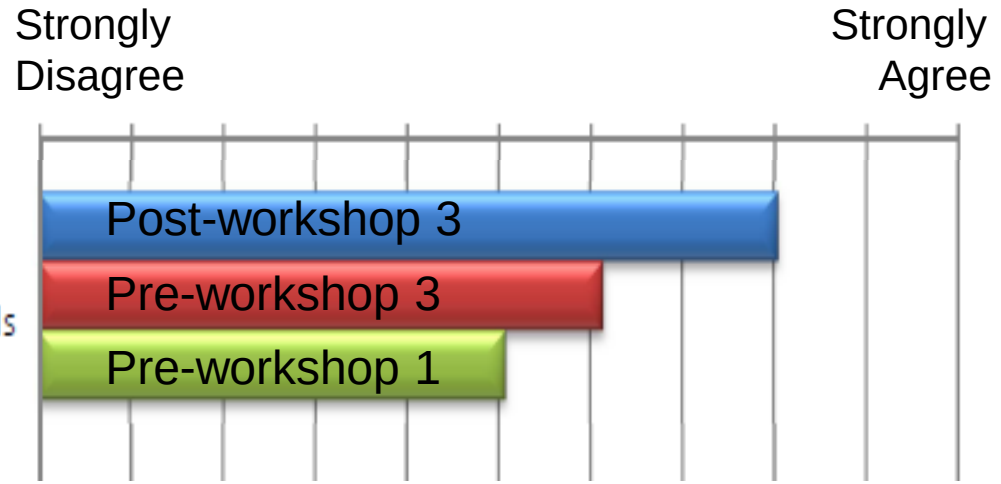


I expect this project will help establish national agreement on academic standards between accounting degree providers and with employers



Impact on academics

Q4: The activity, requiring me to reflect on the students' work in the context of the agreed national academic standards, changed my understanding of academic standards for written communication that might apply locally



Outline

1. Regulatory context ✓
2. Setting learning standards ✓
3. Implementing learning standards ✓
4. Assessing learning standards ✓
5. Learned
6. Q & A

Learned

1. Ownership of ground up & joint development
2. Renewed focus on program in curriculum renewal
3. Differentiate niche from others
4. Rethinking assessment (eg. capstone, authentic)
5. Refined language eg. teaching vs learning standards
6. Not an island eg. influence policy; joint custodianship
7. Must harmonise with professional accreditation
8. Biased judgements unless calibrated
9. Collaboration builds capacity around assessment (ie. QE & QA)

☺ *Thank you*