Driving Program L&T Quality via Program Quality Panels

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Background

- Curriculum

  - A course of study (Prideaux[1])

  - The explicit and implicit curriculum (Petracchi & Zastro[2])

  - The study program + students' learning experience and how the curriculum is taught (Fraser & Bosanquet[3])

  - 'pedagogy…the student experience, the assessment process and the student's learning' (Barnett & Coate[4])

Designing an accredited curriculum

- Review of current curriculum

- Industry and stakeholder consultation

- Review of current best practice

- Review of current accreditation standards

- Curriculum framework

- Program goals and course/unit learning outcomes

Designing an accredited curriculum

- Assessment
    - Scaffolding of knowledge and skill development
    - Constructive alignment between learning outcomes, content and assessment
- Teaching strategies and technologies to deliver the curriculum
- **= The (almost) Perfect Product**

The accredited vs taught curriculum

- **and then…**
- **Curriculum Drift**
    - Academic freedom
    - Staff working in silos
    - Innovative curricula often return to previous state (staff stick to what they know) (Robins et al[5] Wilson et al[6])
- Accredited vs taught curriculum
- Intended curriculum vs curriculum in action (Barnett & Coate[4])

What to do?

- Avoid the five year data gathering frenzy (Hubble & Gold)[7]
  - ongoing, systematic program review or CCR (Robins et al;[5] van de Mortel & Bird[8])
- First iteration at first institution:
  - What we did
  - Outcomes
    - Increased student satisfaction
    - Increased ownership and PD for staff[9]
    - For eg. a systematic whole of curriculum approach to numeracy skill development →
      - Reduced fail rates (van de Mortel et al[10])

The next iteration

- PROQUAL panels: UG and PG
    - **Aim:** promote and maintain the coherence, quality and consistency of the program
    - DHoS (L&T); Program Directors; convenors; Curriculum, Assessment and Blended Learning Consultants
    - Systematic guided review of:
        - Course profiles - ensure quality, and consistency of the profiles
        - Course Improvement Plans
        - Constructive alignment between Learning Outcomes and Assessment
        - Scaffolding of skill development (whole of curriculum view)
        - Clarity of assessment tasks/marking criteria

Outcomes…

- Flurry of aids for staff

  - School Assignment and Marking Criteria templates

  - Consistency standards

    - processes for multi-campus courses

    - SoPs for clinical completion, clinical fails,

    - BB consistent site structure

- Decline in number of appeals

Student Experience of Course data (%)
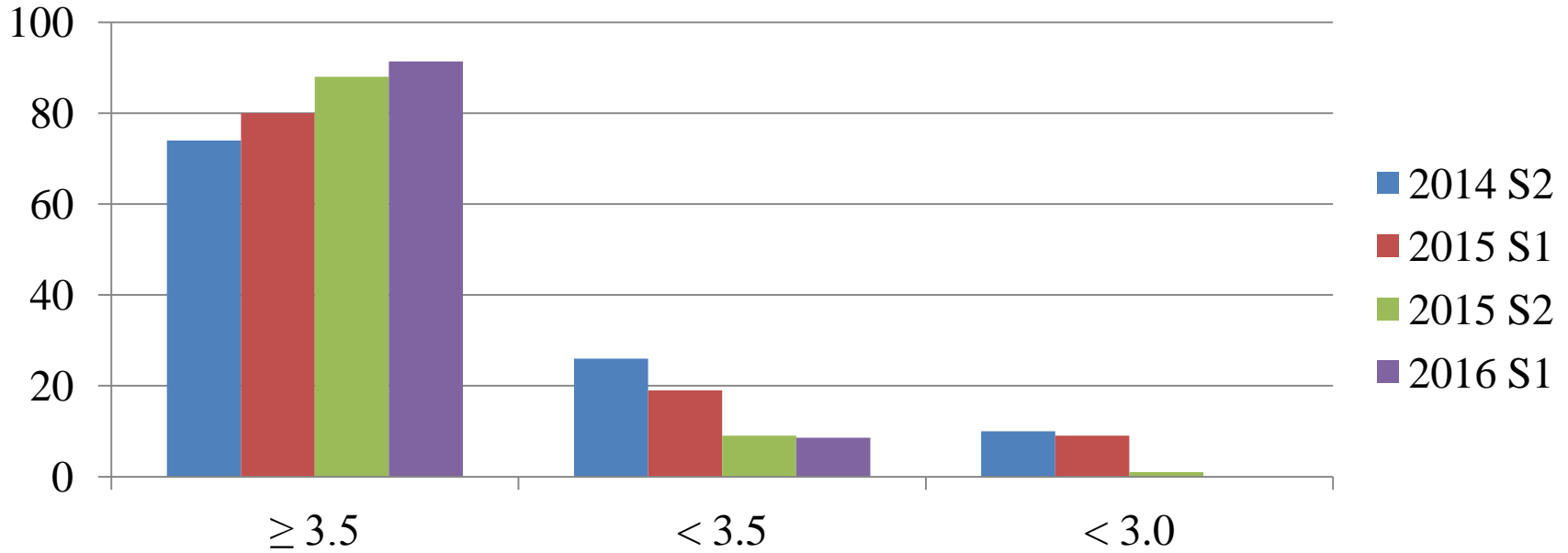
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