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Tertiary Education Quality and Standards Agency

Assessment, Review & Accreditation

Assessment & Review Summit

Presented by Dr Michael Tomlinson FCIS

Director, Assurance Group

Presented 20 September 2017

TEQSA

Agenda

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1b	Learning Outcomes
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2b	TEQSA External Review
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Assessment in the Course Lifecycle

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The Course Lifecycle

Course Design

- ▶ **Must engage with advanced knowledge & inquiry at level**
- ▶ Learning outcomes & **assessment** especially must be 'at level'
 - › For TEQSA 'level' = AQF level
 - › Watch out for nested courses
- ▶ **Course approval process**
 - › Process not specified
 - › But must be overseen by academic GB & informed by 'overarching academic scrutiny'
 - › Must ensure courses meet HESF 2015 + resources available
 - › See also 'review' further on in this PP

The Course Lifecycle

Learning Outcomes

- ▶ **Learning outcomes must be specified**
 - › Field-specific
 - › Generic
 - › Knowledge & skills for employment & study
 - › Independent & critical thinking skills for LLL
- ▶ **Alignment AQF Level ↔ Course LOs ↔ Unit LOs ↔ Assessment**
 - › Rationale + mapping
- ▶ **Must enable progressive & coherent achievement of LOs**
 - › Disaggregation will make this increasingly problematic
 - › Student must be able to start at the beginning & progress to higher levels
 - › By whatever pathway, student must achieve course LOs to graduate

The Course Lifecycle

Assessment

- ▶ **Where are course learning outcomes assessed?**
 - › Unit level
 - › Course level
 - › ‘capstone’ assessment or distributed?



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Review

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Forms of Review

▶ **End of cycle review**

- › Major periodic review of course & assessment design required at least every 7 years
 - SAAs: Could include formal re-accreditation by academic GB, but not necessarily, however must be overseen by it
- › Must include 'external referencing'
- › Must cover design & content, expected LOs, assessment
- › Must include external referencing of student performance statistics

▶ **'Interim Monitoring'**

- › Usually at the end of each semester where a unit is taught
 - Quality of teaching
 - Student progress

▶ **Use to improve!**

TEQSA External Review

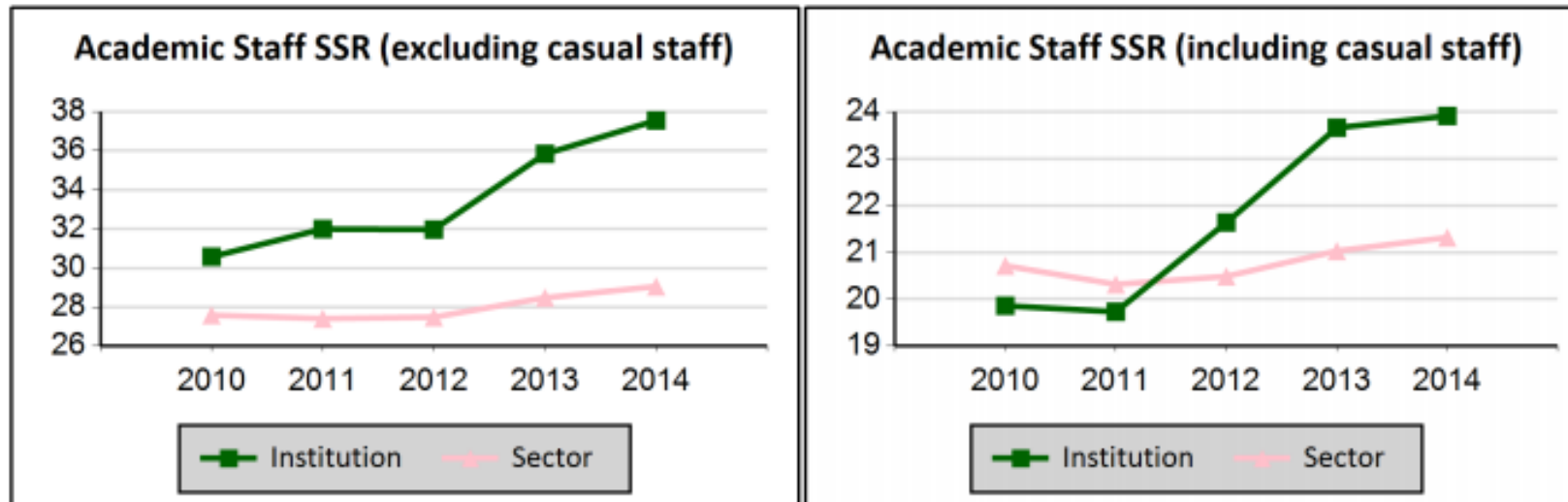
▶ **Non-SAA:**

- › Internal review starting point for our assessment in 'Cycle 2'
 - course met standards last time – has it been updated sufficiently?
 - what information fed into review, including course performance?

▶ **SAA:**

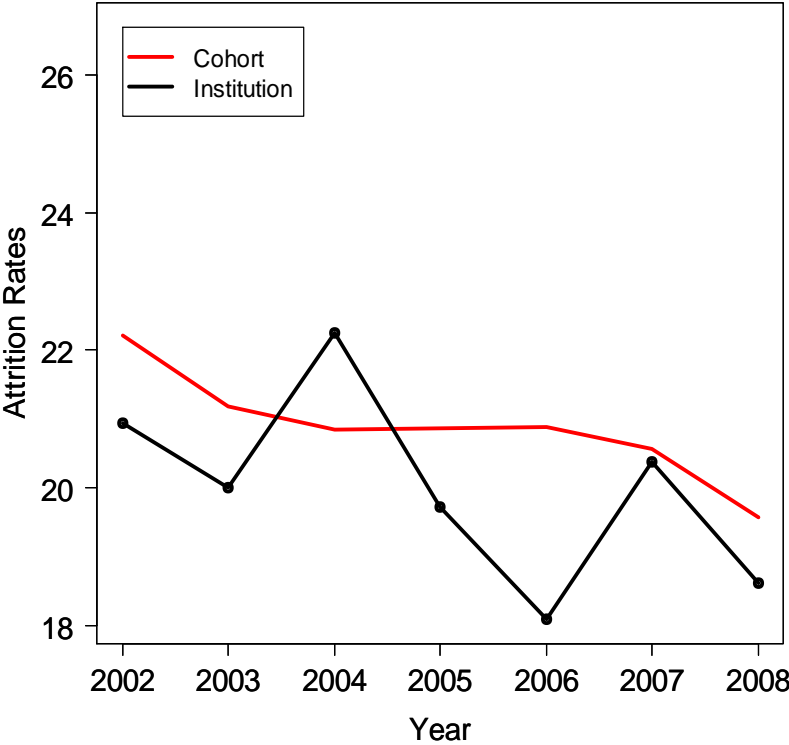
- › Internal review also the focus
- › we will choose 'sample courses' to test quality of internal review & explore:
 - what was presented
 - evidence of 'overarching academic scrutiny'
- › Show us your self-assurance is effective
- › **Detect & correct! Improve and enhance!**

Performance Monitoring Organisational Level

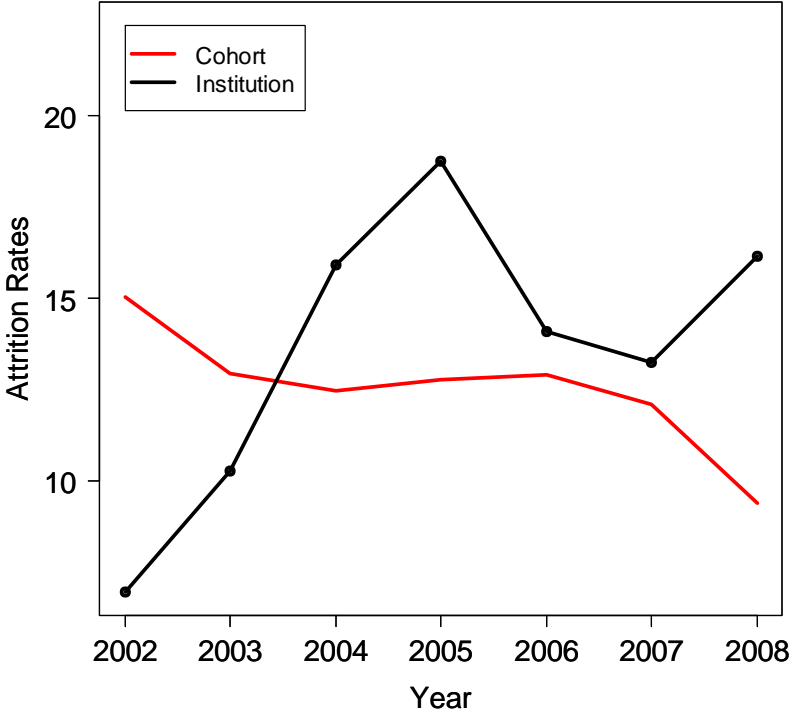


Drill-Down Example 1 (Attrition)

Commencing Domestic Students

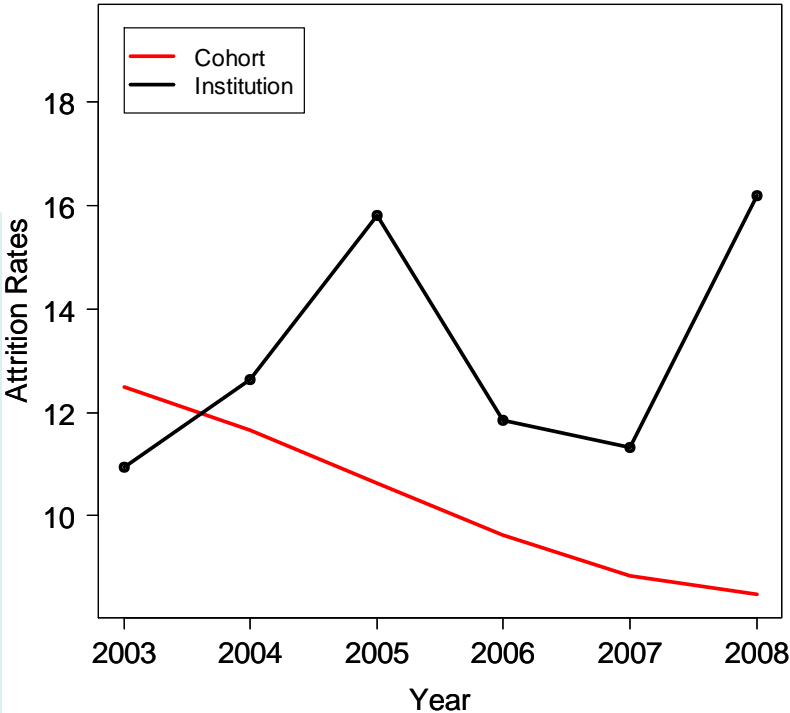


Commencing Overseas Students

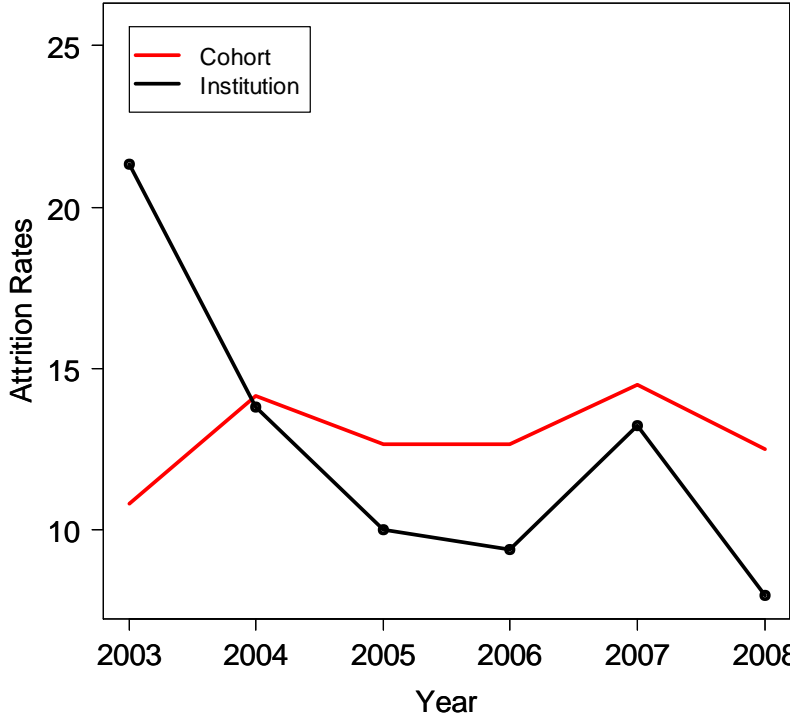


Drill-Down Example 2 (Attrition)

Management and Commerce



Society and Culture





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Professional Accreditation

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Professional Accreditation

- ▶ **Mandatory if 'required' for graduates to practice (3.1.5)**
- ▶ **When is it 'required'?**
 - › For professions registered by law
 - Health professions registered by AHPRA, teaching
 - Engineering in QLD & VIC
 - Accounting for certain functions (e.g. auditing)
 - › Where it is normally required by employers
 - Engineering
 - Planning (PIA)
 - › *Not* required in other fields, such as marketing
- ▶ **Professional bodies should synch their standards with HESF 2015**
 - › Difficult however to synch assessments due to different cycles, requirements, but some successful examples



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Other Relevant Guidance Notes

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Other Relevant Guidance Notes

Also

- ▶ Academic Integrity
 - › Academic Integrity Good Practice Note (imminent)
- ▶ Academic Quality Assurance
- ▶ Course Design (including Learning Outcomes & Assessment)
- ▶ Financial Standing
- ▶ TEQSA and the Australian Qualifications Network



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Q & A

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