



*Supporting and engaging on
assessment, review, course
accreditation and
professional accreditation:
New Zealand Universities*

Sheelagh Matear

Executive Director, AQA

AQA

Academic
QualityAgency
For New Zealand Universities

*Te Pokapū Kōunga Mātauranga
mō ngā Whare Wānanga o Aotearoa*



Outline

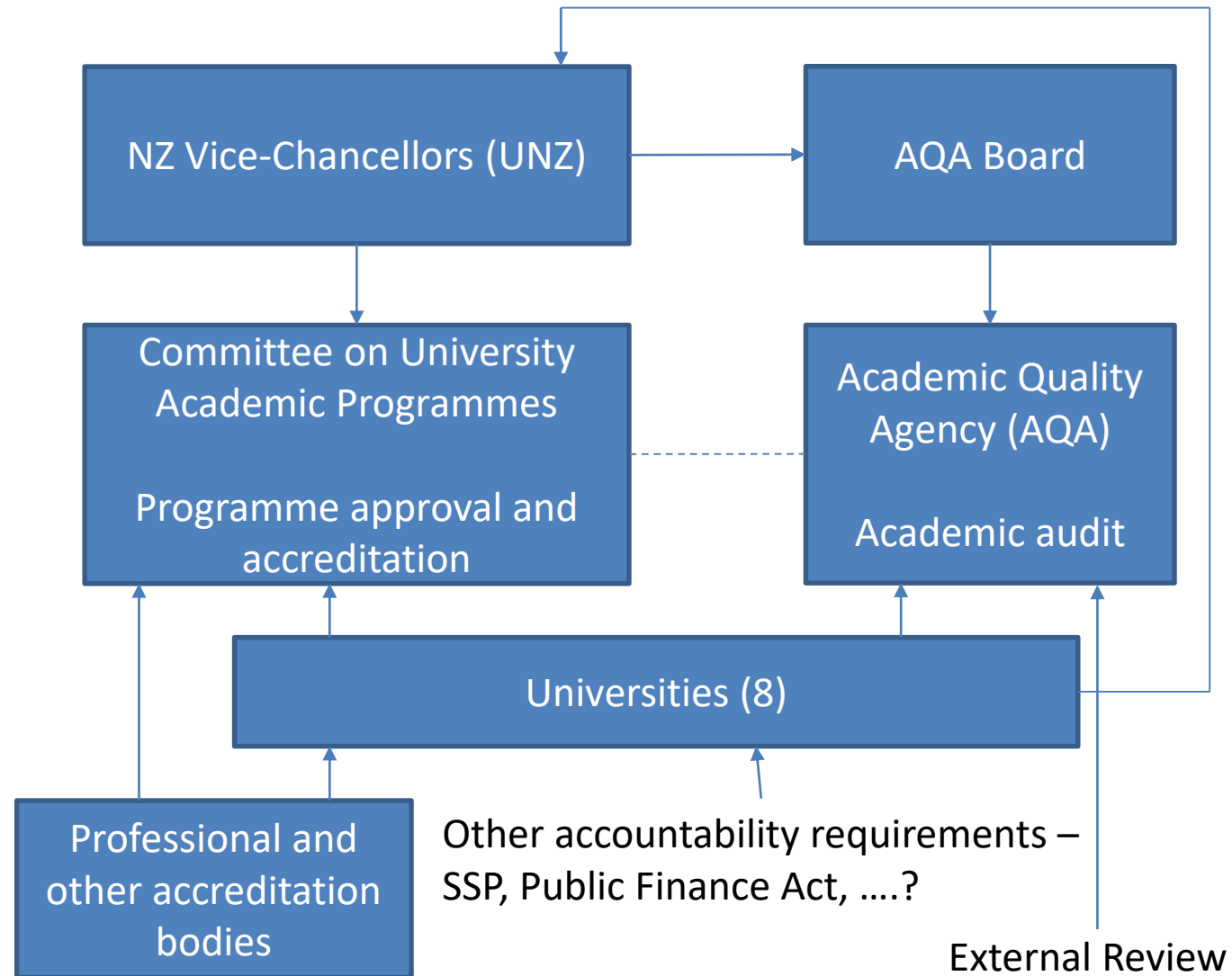
- The New Zealand context
 - Who is AQA?
 - Our role and jurisdiction
 - Other parts of the sector
- How does AQA engage on assessment, review, course accreditation and professional accreditation
 - Previous engagement
 - Future engagement
- Summary



The NZ Context

- Composite tertiary education sector
- 8 Universities
 - Vice-Chancellors responsible for QA
 - Committee on University Academic Programmes – programme approval, accreditation, monitoring
 - Academic Quality Agency – institutional academic audit
- ~ 500 non-universities
 - New Zealand Qualifications Authority
- Common requirements – but different approaches

Quality Assurance in NZ Universities



Principles of Quality Assurance for New Zealand Universities

1. Developed by the universities
2. Evidence-based
3. Enhancement-led
4. Founded on self-review
5. Assured by peer review
6. Collective and collegial
7. Individually binding
8. Internationally benchmarked and endorsed:
9. Independently operated:
10. Publicly accountable.





Other parts of the tertiary sector

- ~ 500 providers
 - Much greater diversity
 - ITPs, Wananga, Industry Training Organisations, Government Training Organisations, private providers
- New Zealand Qualifications Authority (NZQA)
 - Programme approval and accreditation
 - Moderation
 - Consistency reviews
 - External Evaluation and Review
- Matear and King (2017)



How does AQA engage?

- Academic Audit (Cycle 5)
- 40 Guideline statements across 7 ‘academic activity themes’, including:
 - 3.1 Programme approval
 - 3.2 Graduate attributes
 - 3.3 Graduate outcomes
 - 3.4 Programme review
 - 3.5 Benchmarking programmes
 - 3.6 Assessment
 - 3.7 Equivalence of learning outcomes



Commendations, Affirmations and Recommendations

	C	A	R
3.1 Programme approval	1	1	1
3.2 Graduate attributes	1	3	3
3.3 Graduate outcomes	3	1	3
3.4 Programme review			2
3.5 Benchmarking prog.s		2	4
3.6 Assessment	1	1	5
3.7 Equivalence of LO			2



3.6 Assessment

- The Panel **recommends** that the University as a matter of urgency undertakes an assessment of grading practices across the University with an objective of removing inconsistency in grading practices both within and between Colleges and ensuring equivalence of marks and grades between different programmes.
- The Panel **recommends** that the University investigates practices related to consideration of aegrotat applications, including defining responsibility for recommendations and decisions, communicating expectations to staff and students and undertaking an analysis of aegrotat outcomes.
- The Panel **recommends** that the University reviews the mechanisms used by staff to moderate undergraduate assessment tasks, expectations and standards with an objective of identifying, developing and sharing good practice and formulating some principles for moderation.
- The Panel **recommends** that the University develops a policy on moderation expectations and establishes agreed guidelines to apply across the institution.
- The Panel **recommends** that, in its revision of the Assessment Policy and its development of the Fourth Learning and Teaching Strategic Directions, the University address all forms of assessment (not only exams) and gives greater clarification to the expectations of academic staff regarding such matters as use of grading rubrics, criterion-referencing, pre- and post-assessment moderation and formative feedback to students.




And then what??

- One-year follow-up visit and report to AQA Board
- Mid-cycle report
- Report again on response to recommendations in next audit



Future Engagement

- Confirmed model for sixth cycle of academic audit
 - 10 components, including
 - greater use of evidence that demonstrates embeddedness or systematisation of practices
 - Audit framework redevelopment
 - Common enhancement theme
 - Audit universities 7-8 years after their Cycle 5 audit
 - Student members of audit panels
 - Universities to report publicly on responses to recommendations



In terms of assessment, review, course accreditation and professional accreditation

- Assessment
 - Assessment and outcome standards are moderated and are nationally and internationally appropriate
- Review
 - Universities should have regular reviews of programmes and courses, including external accreditation reviews, which include input from students and other stakeholders and which are used to ensure and enhance curriculum quality
- Accreditation
 - Make more use of professional accreditation



Summary

- Small, relatively homogenous university sector
- External quality assurance model that is appropriate to the needs of the sector, consistent with international best practice and provides for public accountability
- Is it transferable?
 - Depends on the underpinning principles