Driving Program L&T Quality via Program Quality Panels

Associate Professor Thea van de Mortel
Deputy Head (L & T)
School of Nursing & Midwifery, Griffith University
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\textsuperscript{5} Wilson et al\textsuperscript{6})
- Accredited vs taught curriculum
- Intended curriculum vs curriculum in action (Barnett & Coate\textsuperscript{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\(^10\))

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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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References