

'Good enough because they say so': Succeeding in Australian Higher Education

THE-ICE Benchmarking Roundtable Series VII

Sydney 11 July 2014

www.slideshare.net/markalistairfreeman



THE UNIVERSITY OF
SYDNEY



Achievement Matters: External Peer Review of Accounting Learning Standards

Australian Business Deans Council

CPA Australia

Institute of Chartered Accountants in Australia

Office for Learning and Teaching

Project team : Adelaide (B.Howieson), Deakin (K.Watty), RMIT (B.O'Connell, P.de Lange), Sydney (M.Freeman), UWA (P. Hancock), UWS (A.Abraham)

Participants from 17 providers

Websites

achievementmatters.com.au

disciplinestandards.pbworks.com

Disclaimer

The views expressed in this presentation do not necessarily reflect the views of any of these stakeholders

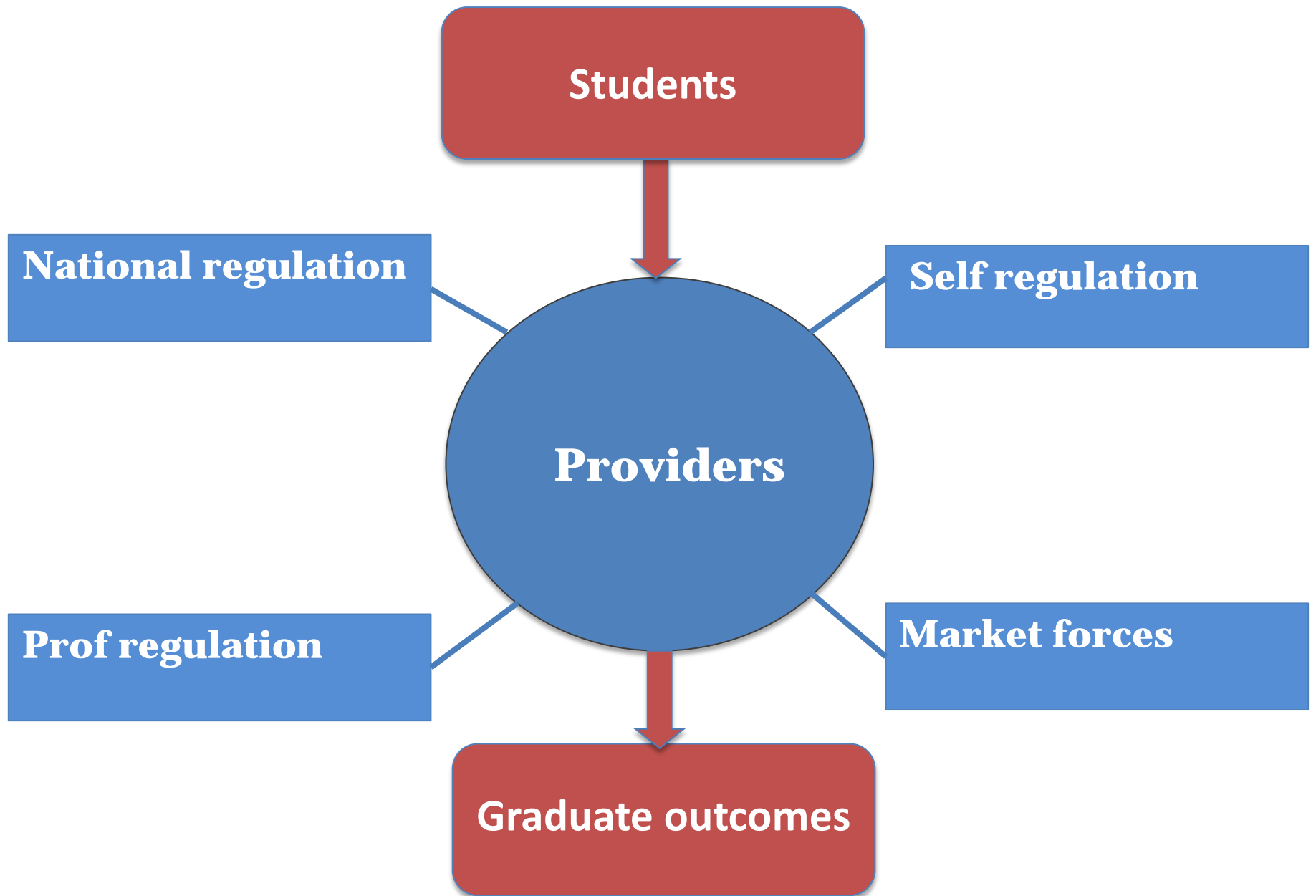
Context

39% pressure to pass FF
students work “not good
enough” (NTEU, 2012)

1/3 sub standard English
communication (Birrell, 2007)

22% recruit more if higher
number “appropriate
available” (Grad Careers, 2014)





Definitions



www.shutterstock.com

Standard: “a definite level of excellence or attainment..... so established by authority, custom, or consensus” (Sadler, 2013)

Learning outcome: knows, understands and can do.....
independently, on demand and in a range of contexts

Legislation



Scott Ray 4/4/09 <http://www.flickr.com/photos/15075617@N05/3418528723>

1.1 The course of study meets the Qualification Standards.

1.2 There are robust internal processes for design and approval of the course of study which ***take account of external standards*** and requirements, e.g. ***published discipline standards***, professional accreditation, input from relevant external stakeholders, and comparable standards at other higher education providers.

Legislation proposed



Scott Ray 4/4/09
<http://www.flickr.com/photos/15075617@N05/3418528723>

Reference points

AQF

Discipline LO statements

Professional requirements

1.5.1 The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and/or international comparators.

1.5.2 The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:

- mastery of the knowledge, skills and application that characterise the field(s) of education or disciplines involved
- generic skills and their application in the context of the field(s) of education or disciplines involved
- knowledge and skills required for employment related to the course of study, including those required for registration to practise if applicable, and
- capacity for independent and critical thought and for life-long learning.

External assurance



Martin Morris 20/2/12 <http://www.flickr.com/photos/martin55/6929721749/>

5.5 The academic **standards intended** to be achieved by students and the outcomes **actually achieved** by students in the course of study are **benchmarked** against similar accredited courses of study.

Proposed external AoL



Martin Morris 20/2/12

<http://www.flickr.com/photos/martin55/6929721749/>

- 5.3.3** Review and improvement activities include regular external referencing against comparable courses of study, including by referencing:
- the progress of student cohorts through courses of study, attrition rates and completion times and rates, and
 - the grading of students' achievement of learning outcomes for selected units of study within courses of study

Challenge

The BHosMgt is 1 of 5 degrees up for TEQSA scrutiny in 2015.
What evidence will you prioritise?



Literature

“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”

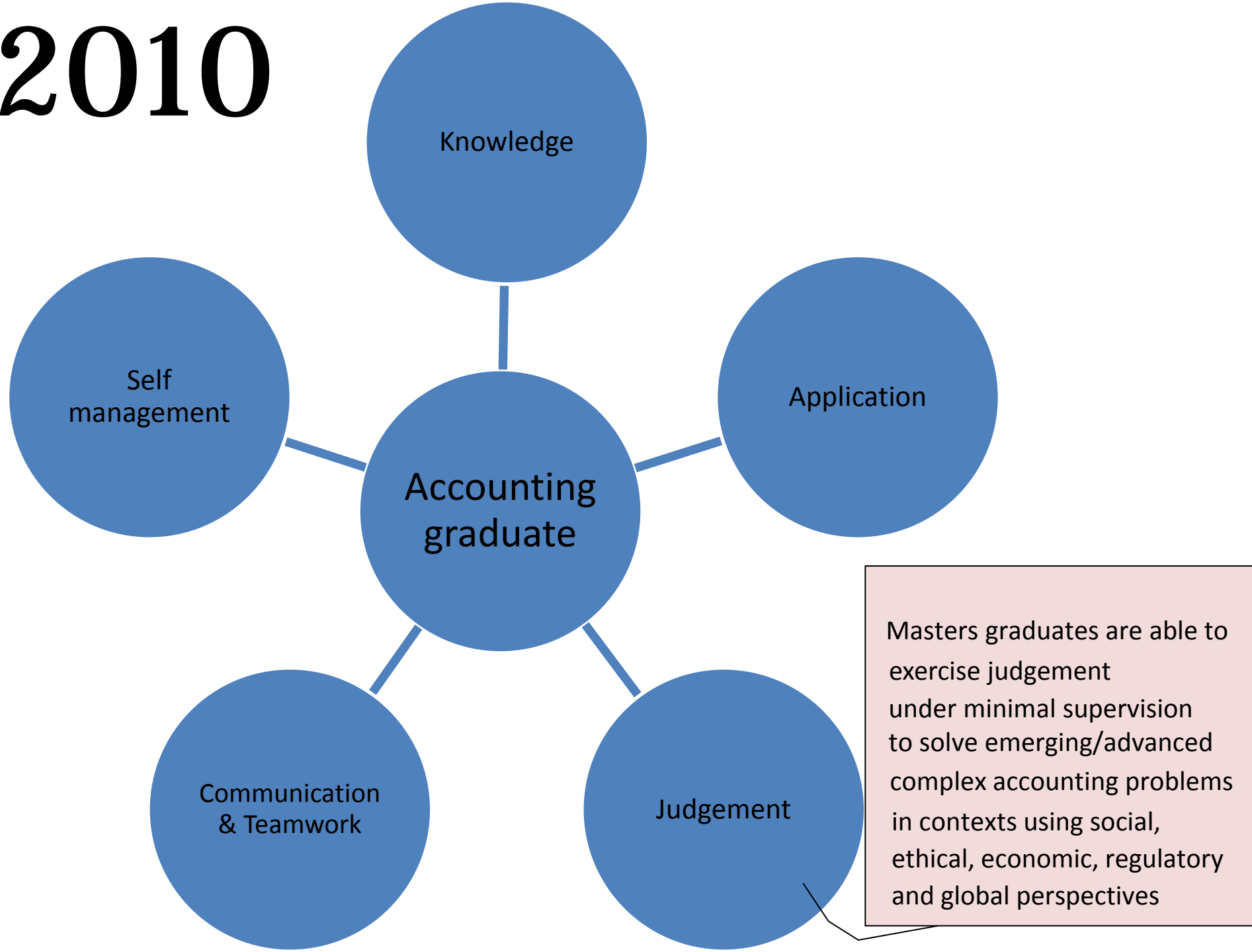
Tenet 6: Price et al (2008)

Set

TLOs

Provider A	Provider B	Provider C	Provider D
TLO 1	TLO 1	TLO 1	TLO 1 +
TLO 2	TLO 2	TLO 2	TLO 2
TLO 3	TLO 3	TLO 3	TLO 3 +
TLO 4	TLO 4	TLO 4	TLO 4
TLO 5	TLO 5	TLO 5	TLO 5 +
Quantitative	Professional	Small business	International
Public sector		Regional	
Chalk + talk learning	Online learning	Problem-based learning	Team-based learning

2010



Externally assure

“The idea that a single external examiner could make a comparative judgement on the national, and indeed international, standard of a programme has always been flawed” (2012)



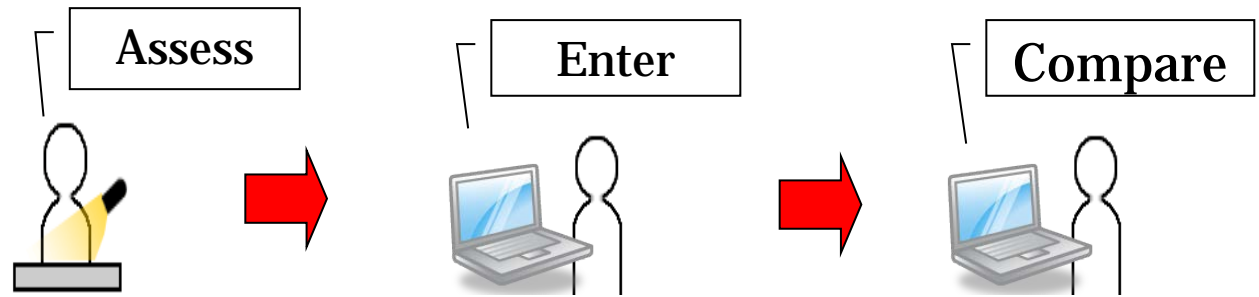
6 experienced EE in 4 disciplines. Five 2i/2ii each
Findings (2013)

- Only 1 jointly highest (of 5) by all 6 EE in discipline
- 9 of 20 ranked both best and worst (of 5)

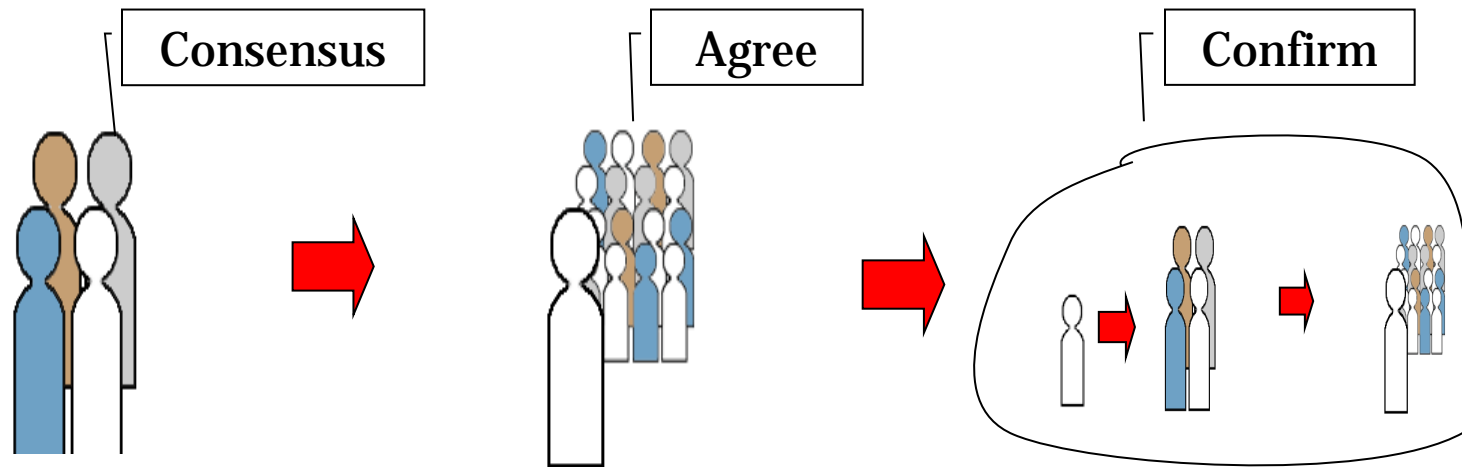


2011-14 Calibrate

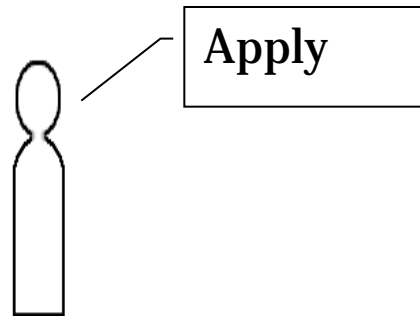
Pre-F2F



F2F



Post-F2F



Hi **CI-Mark**,

Due date: 1 Feb 2013 11:00pm

Instructor: CI-Mark Freeman

Period: Assessment

1. Drag the sliders for each of the criteria
2. Enter feedback if necessary
3. Click Save

Rating Key:

NA = Not Acceptable

A = Acceptable

SELECT ACTIVITY:

CAS5 - Calibrating Academic Standards - Adelaide, 2013, Feb

SELECT TASK:

1. Peer review task validity

SELECT A GROUP:

1

CI-Mark Freeman

Save

TASK REQUIREMENTS - ORAL COMMUNICATION - MASTERS ENTRY GRADUATES

NA

A

The assessment task requirements are suitable for each student to independently and rigorously demonstrate that they can meet the national learning standard for oral communication.

'Master (Entry) graduates in Accounting will be able to justify and communicate accounting advice and ideas in diverse collaborative contexts involving both accountants and non-accountants.'

NB. See full document (<http://abdc.edu.au/download.php?id=325154,282,1>) also for examples and definitions (eg. 'diverse' contexts for Master entry graduates versus 'straightforward' for Bachelor graduates)

Please justify your rating. If rated 'not acceptable', suggest improvements so it would. Even if 'acceptable', suggest possible improvements. At least 20 words are needed to successfully submit your rating. (1953 words left)

There are two possible improvements to make this task acceptable to assess potential graduates against the national threshold standard for oral communication:

1. Ensure each student has an individual role (eg. external analyst; internal accountant) in the group and takes part in the presentation in that role.

Remotely assess

SELECT ACTIVITY:

CAS5 Calibrating Academic Standards - Adelaide Feb 2013

SELECT A GROUP:

Team 1

SELECT TASK:

1. Peer review task validity

Mark Freeman

Logout

TASK REQUIREMENTS - ORAL COMMUNICATION - MASTERS ENTRY GRADUATES



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*University 4 Comments

The audience is not clearly defined in the requirements - the reference to 'a corporate presentation' does not necessarily imply an audience that is sophisticated in its understanding of accounting. In addition, it is not clear whether the students receive marks based on their individual contributions to the presentation.

Assessor 46 Comments

The assessment task requirements would be improved by:

Remotely
compare de-
identified rating
& feedback

Calibration – Task validity

Written communication

Individual confidence pre-workshop

91%

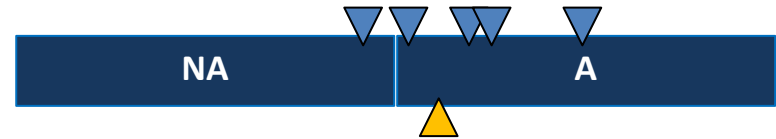
Individual results pre-workshop

- Min & max (n=26)
- Mean ± 1 SD



Group results at workshop

- Small groups (n=5)
- Consensus



Calibration – UG Student 1

Written communication

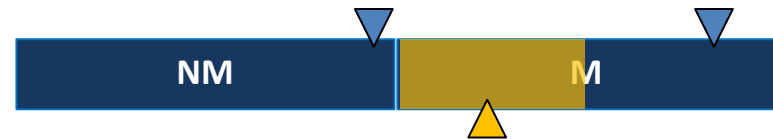
....S2, S3, S4, S5

Individual confidence pre-workshop

78%

Individual results pre-workshop

- Min & max (n=26)
- Mean ± 1 SD



Group results at workshop

- Small groups (n=5)
- Consensus



Calibration workshops

Date	Location	Learning standards calibrated	Level
Jul 2011	Darwin	<ul style="list-style-type: none">• Written Communication	Bachelor
Sep 2011	Melbourne	<ul style="list-style-type: none">• Written Communication	Master
Feb 2012	Adelaide	<ul style="list-style-type: none">• Written Communication	Bachelor
Sep 2012	Sydney	<ul style="list-style-type: none">• Knowledge• Written Communication	Master
Feb 2013	Adelaide	<ul style="list-style-type: none">• Knowledge• Oral Communication	Master
Jul 2013	Perth	<ul style="list-style-type: none">• Application• Judgement• Oral Communication	Bachelor
Feb 2014	Adelaide	<ul style="list-style-type: none">• Application• Judgement• Teamwork	Master
Jul 2014	Sydney	<ul style="list-style-type: none">• Teamwork• Self management• Written communication	Bachelor

Assessment tasks

In groups evaluate the better task

Be prepared to justify and defend

Calibration – Impact

Grounded & trusted suggestions to improve assessments

- Reduced use of group assessable task & same mark
- Increased weighting in grade
- Expanded use of past examples as student calibration activity
- Higher learning verb
- Greater use of self-assessment resources eg. writersdiet.com
- More authentic eg. brief CFO/board & email SH friend
- Added triangulation eg. impromptu Q&A

Standard deviation reduced

- Less likely to have an unreliable review
- Avoid perverse consequences

Live review



Martin Morris 20/2/12 <http://www.flickr.com/photos/martin55/6929721749/>

Live review report

Bachelors level

Standard reviewed	Reviewer ⁵	Validity of task to demonstrate standard	Achievement of student work in meeting standard				
			1	2	3	4	5
Knowledge	External 1	Yes	Yes	No	Yes	No	No
	External 2	Yes	Yes	No	Yes	No	No
	Home	Yes	Yes	Yes	Yes	No	No
Judgement	External 1	Yes	No	Yes	No	Yes	No
	External 2	Yes	No	Yes	No	Yes	No
	Home	Yes	Yes	No	Yes	Yes	No

Appendix

Masters level - Knowledge learning standard - Assessed via assignment

Master graduates in Accounting will be able to integrate theoretical and technical accounting knowledge which includes a selection of auditing and assurance, finance, economics, quantitative methods, information systems, commercial law, corporation law and taxation law.

Task Validity |

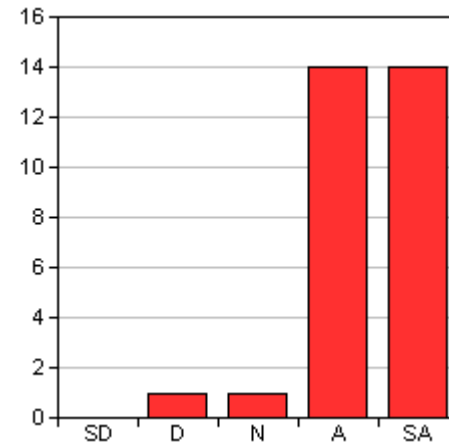
Reviewer	Acceptable/Not Acceptable	Comments and advice
External 1	Not Acceptable	There is not sufficient depth in the requirements of the assessment to allow students to integrate advanced theoretical knowledge. Asking them to justify in terms of the standards or incorporate some triple bottom line material or relate to what is happening in the economy or political environment would allow great opportunity to demonstrate this.
External 2	Not Acceptable	The task did not require the use of advanced theoretical and technical knowledge - it was based entirely on inferences drawn from calculating some financial ratios which are not particularly 'advanced' technically. No theoretical knowledge appeared to be required and an advanced analysis of the company would have required the students to draw on many other sources of information.
Home	Acceptable	I found the students were asked to identify and evaluate the relevant

Achievement Matters approach

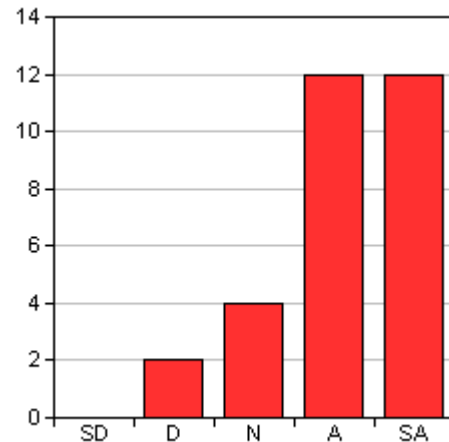
- Collaborate with industry & professional bodies
- Fits culture
- Reduce potential bias
 - Review only if participated in calibration against explicit standards
 - Double-blind peer review with third external if any disagreement
 - Student work randomly selected so no risk of ranking sample
 - Experiments show standard deviation halved
- Efficient
 - Assessment tasks aligned to discipline standards (not units of study)
 - Live reviews immediately after calibration follow annual conference
 - Electronic reviews: easy to allocate and collect, aggregate & return
 - Professional development & shared resources
 - Potential for deans council to coordinate for each discipline
- Useful to prove (to external bodies) & to improve achievement

Future - Accounting

This project will help establish national agreement on learning standards between accounting degree providers



This project will help establish national agreement on learning standards between accounting employers and accounting degree providers



Future – TH&E

$$\frac{\textit{Benefits}}{\textit{Costs}} > 1?$$

Decide with peers

The Bachelor of Hospitality Management has been selected as one of five degrees to evidence the Threshold Standards in the upcoming TEQSA review at your institution in 2015. The best evidence of external assessment is:

- A. Use AGS % employed & % satisfied with graduate attribute development
- B. Access validated standardised test for final year students to do
- C. Pay experienced external academic to verify grades on final year sample
- D. Select partner department to mutually verify grades on final year sample
- E. Argue existing external accreditation system suffices
- F. Lobby existing system (eg. Go8, IRU) to focus in 2014 on hospitality management
- G. Lobby business deans council to develop/coordinate external review system

Thank you

