



Constructive Alignment in Quality Assurance

Workshop

28th April 2022

Structure of the workshop

- Constructive alignment in QA
- Focus on QA elements in constructive alignment:
 - Key elements and actors
 - Role of elements
 - Closing the loop
- Q&A

What is constructive alignment in quality assurance?

“Internationally established as an education approach that explicitly links strategic planning and corporate policy to discipline and course teaching and learning practice”

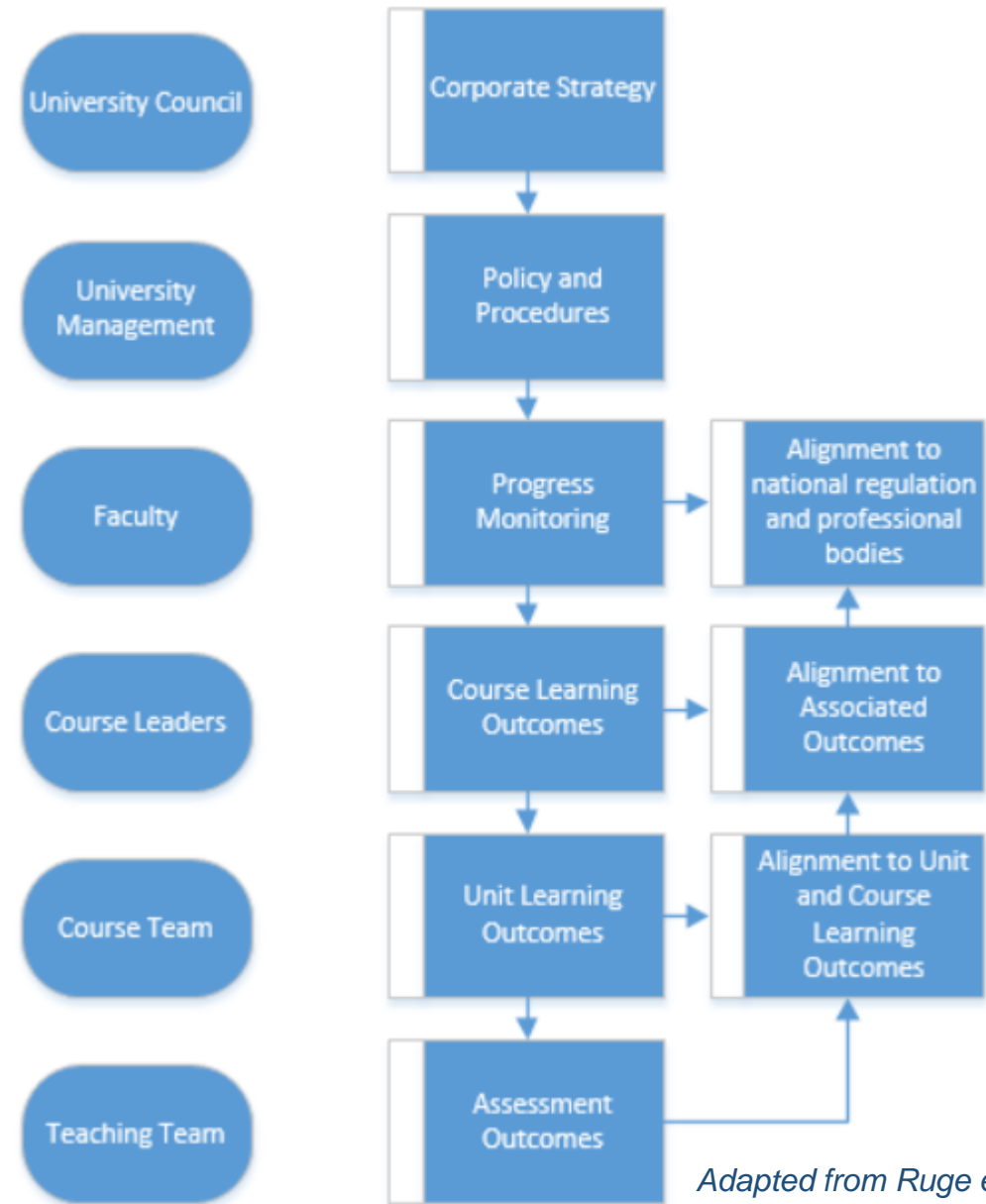
Ruge et al. 2019

Focus on QA

- *Indicator 13:* EMI modules and programmes are developed, approved, monitored, and reviewed through processes that are as robust as those for non-EMI modules and programmes.
- *Indicator 14:* The EMI provision is of comparable standards to those of same or comparable non-EMI provision delivered.
- *Indicator 15:* The performance and outcomes of students on EMI provision is regularly monitored and benchmarked against the performance and outcomes of students of the same or comparable non-EMI programmes.

Key Elements and Actors

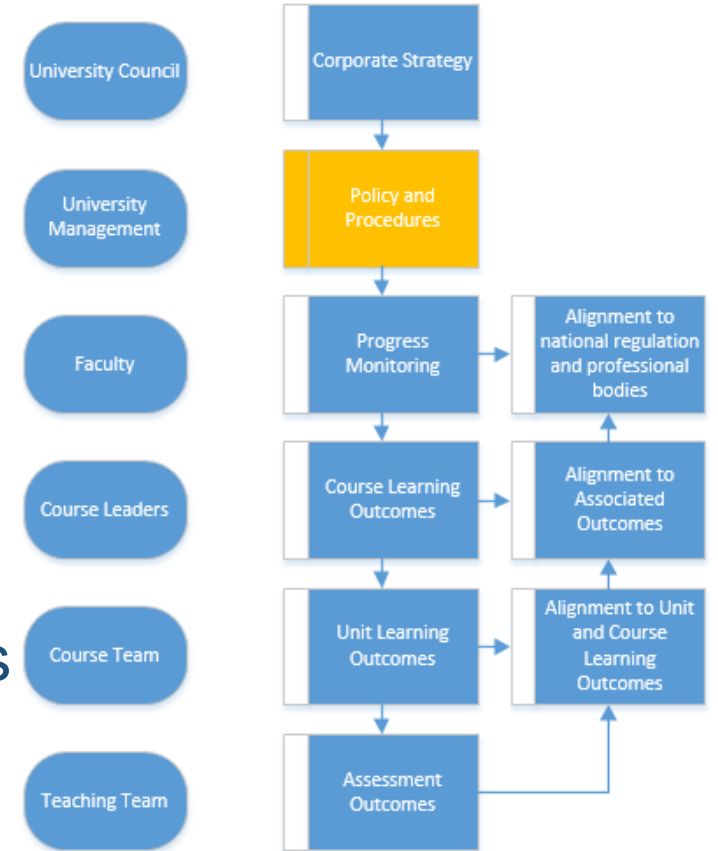
Top-down approach



Adapted from Ruge et al. 2019

Policy and Procedure

- University aims and profile
- Learning and assessment policies
- Programme development, monitoring, and review policies
- Student recruitment policies – international / home students
- Student engagement policies
- EMI targets and links to the BEST enhancement plans

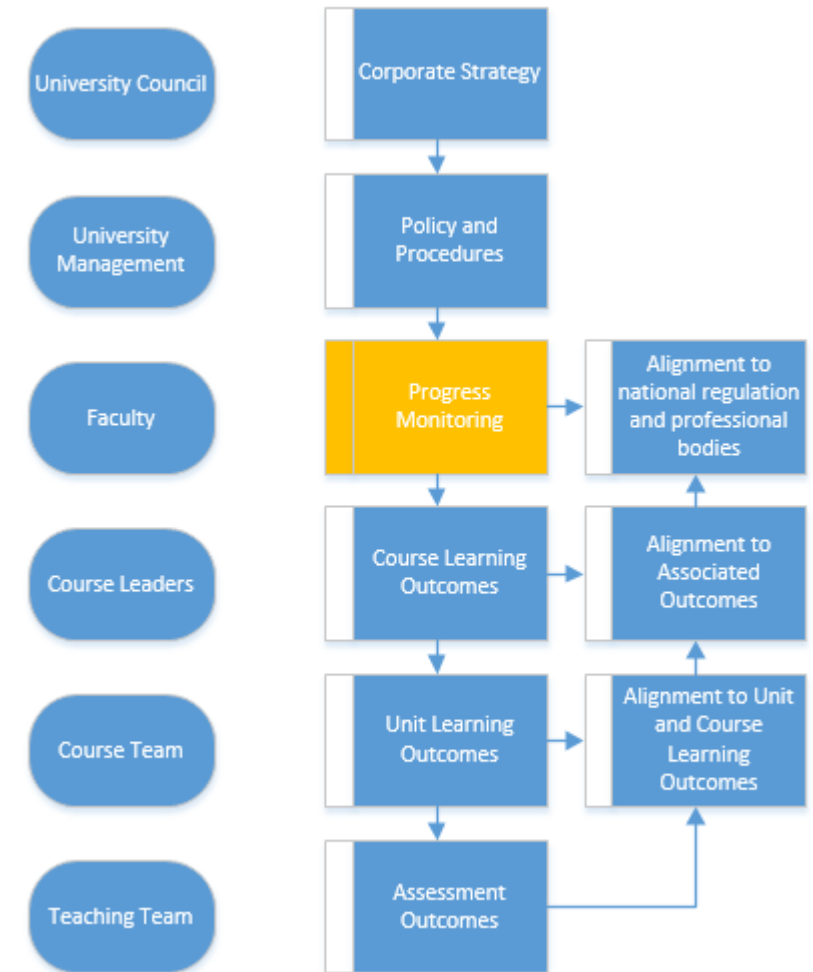


Progress Monitoring

Monitoring of student outcomes across cohorts in order to ensure that student achieve comparable levels of success in terms of course completion, further study, and employment.

Progress monitoring policies can follow a standardised process/methodology in order to ensure that comparable data is captured.

Progress monitoring also incorporates systems that ensure that corporate strategy is being implemented.

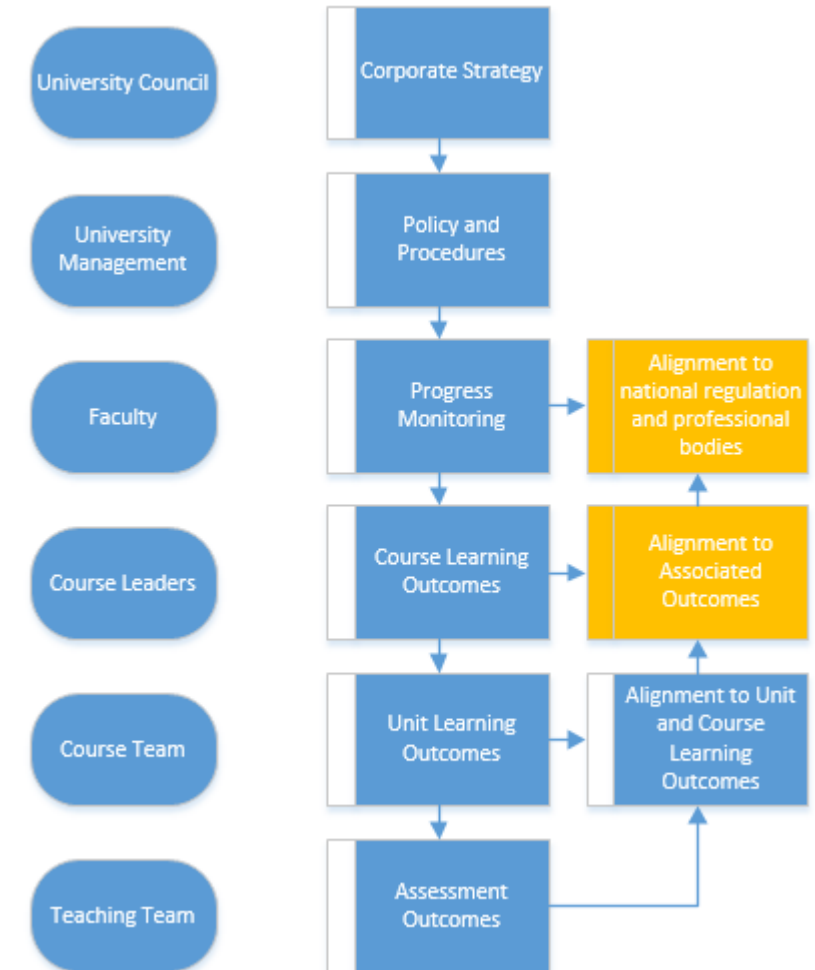


Associated (Graduate) Outcomes

These include the following:

- Access to further education
- Access to employment
- Registration with professional regulatory bodies
- National/Federal academic requirements in HE

This may also include university pathways and articulation agreements.

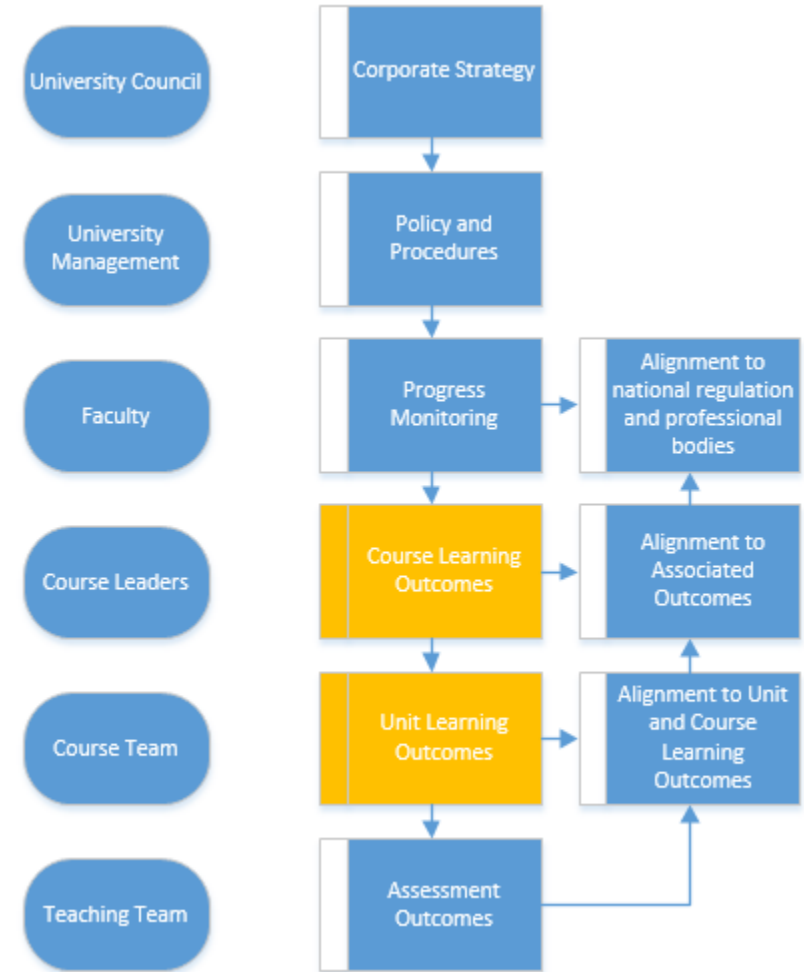


Learning Outcomes

Learning outcomes – tied to associated outcomes and assessment

The term “learning outcome” is used to identify the key knowledge, skills and competencies that candidates are expected to be able to demonstrate upon successful completion of the qualification.

Learning outcomes are seen to be scaffolded across the years of study to eventually meet the course and qualification requirements.



Learning Outcomes

The construction of learning outcomes may vary but some common features include:

A verb: to describe what the learner is able to do

A phrase: to describe the 'what' or the 'how'

A phrase: to describe the means to achieve it

“Demonstrate an understanding of the key features of EMI through engagement with current practice and critical literature”

Assessment Outcomes

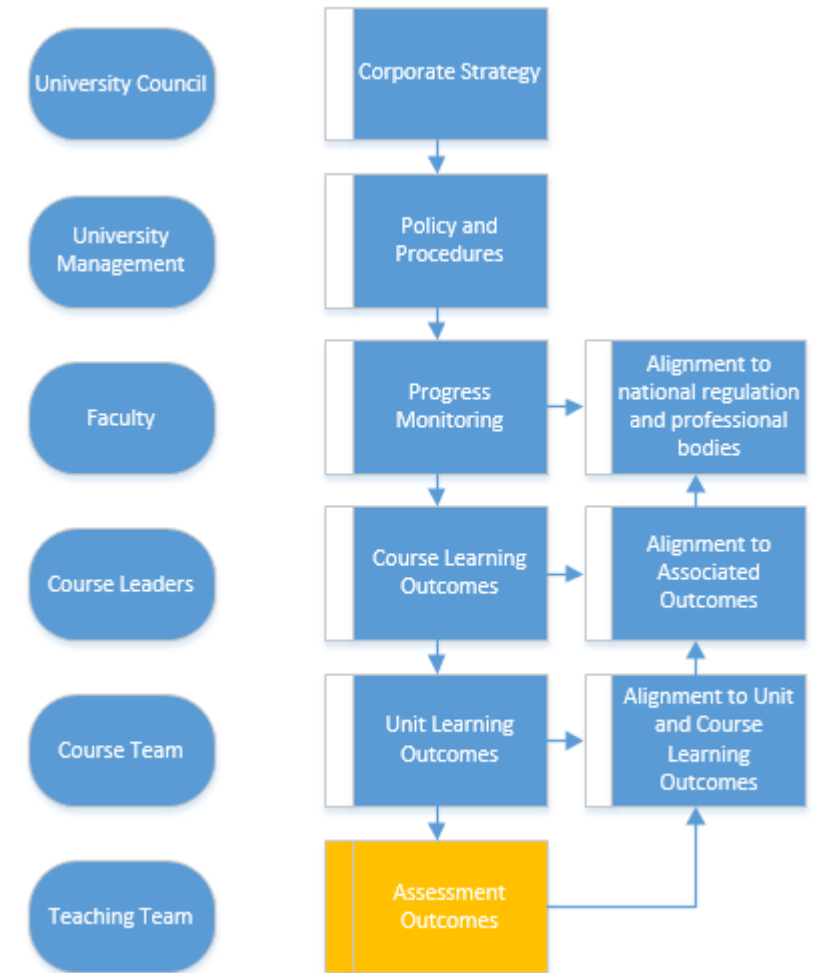
Assessment outcomes are tied to learning outcomes

- Assessment outcomes can specify how a learning outcome is to be assessed and the weighting of the assessment to the overall grade.
- Assessment outcomes guide assessment design and are typically used to define a threshold level.

“Through the completion of an essay, demonstrate an understanding of the key features of EMI through engagement with current practice and critical literature by citing highly relevant sources with a clear and succinct structure”

Assessment Methods

- The method(s) used to test students, whether these are internal and/or externally set and how these contribute to the overall qualification.
- It's key that the methods of assessment provide an adequate evaluation of the key skills outlined in the learning outcomes.

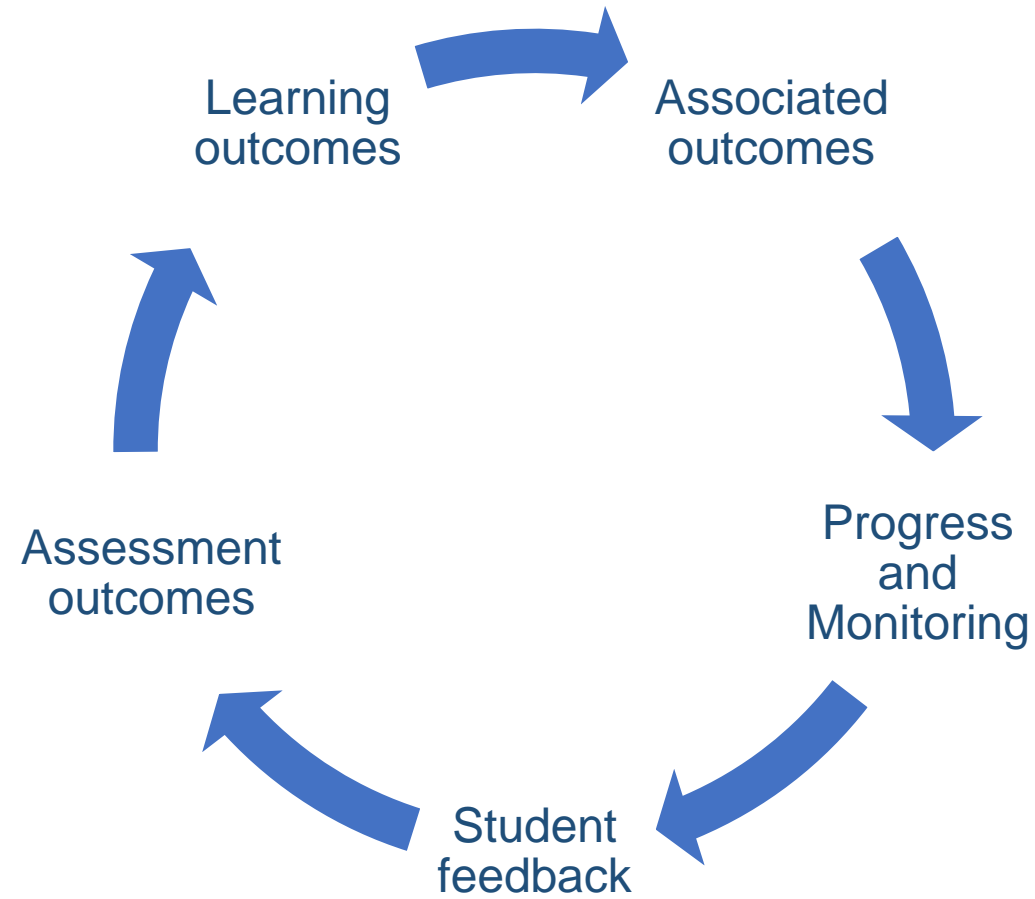


Student Feedback

Student feedback is tied to assessment outcomes and learning outcomes

- The inclusion of student feedback in constructive alignment complements process two-fold.
- Student feedback can be used to verify that the associated graduate outcomes envisaged by the institution align with those of the students themselves. Secondly it allows for feedback on assessment which, when looked at through the lenses of key knowledge, skills, and competencies – can be used to monitor and revise learning outcomes.

Closing the Loop



Q & A

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