

# Making space for course review innovation and compliance through policy

Elizabeth Thomson

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1. The issue: changing practice;  
**making space** of meeting  
compliance obligations:
2. The role of policy
3. The CSU experience
4. Serving two masters.

## Our cultural change: from cottage industry to a university-wide, common course design process

- Based around a course team approach of collaboration;
- a process of backward design of learning outcomes, authentic assessment tasks and learning experiences;
- A process of iterative feedback to build consensus of design and design validity;
- aligned to TEQSA standards, graduate attributes comprising both industry and professional standards;
- With an application—*CourseSpace*—to support a collaborative, constructively aligned, consensus in course design application.



# Individual task to collaboration



Leadership AND teamship  
Dispersed leadership



Multi-disciplinary diversity



Shared goals and accountability

# Content driven to backward & iterative design

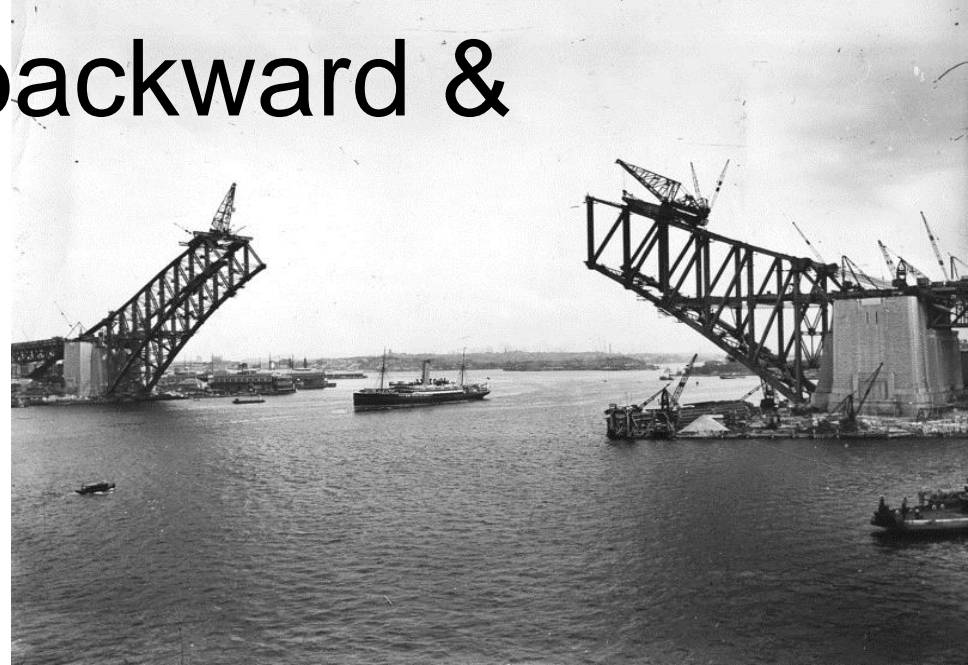
Identify  
desired  
results.



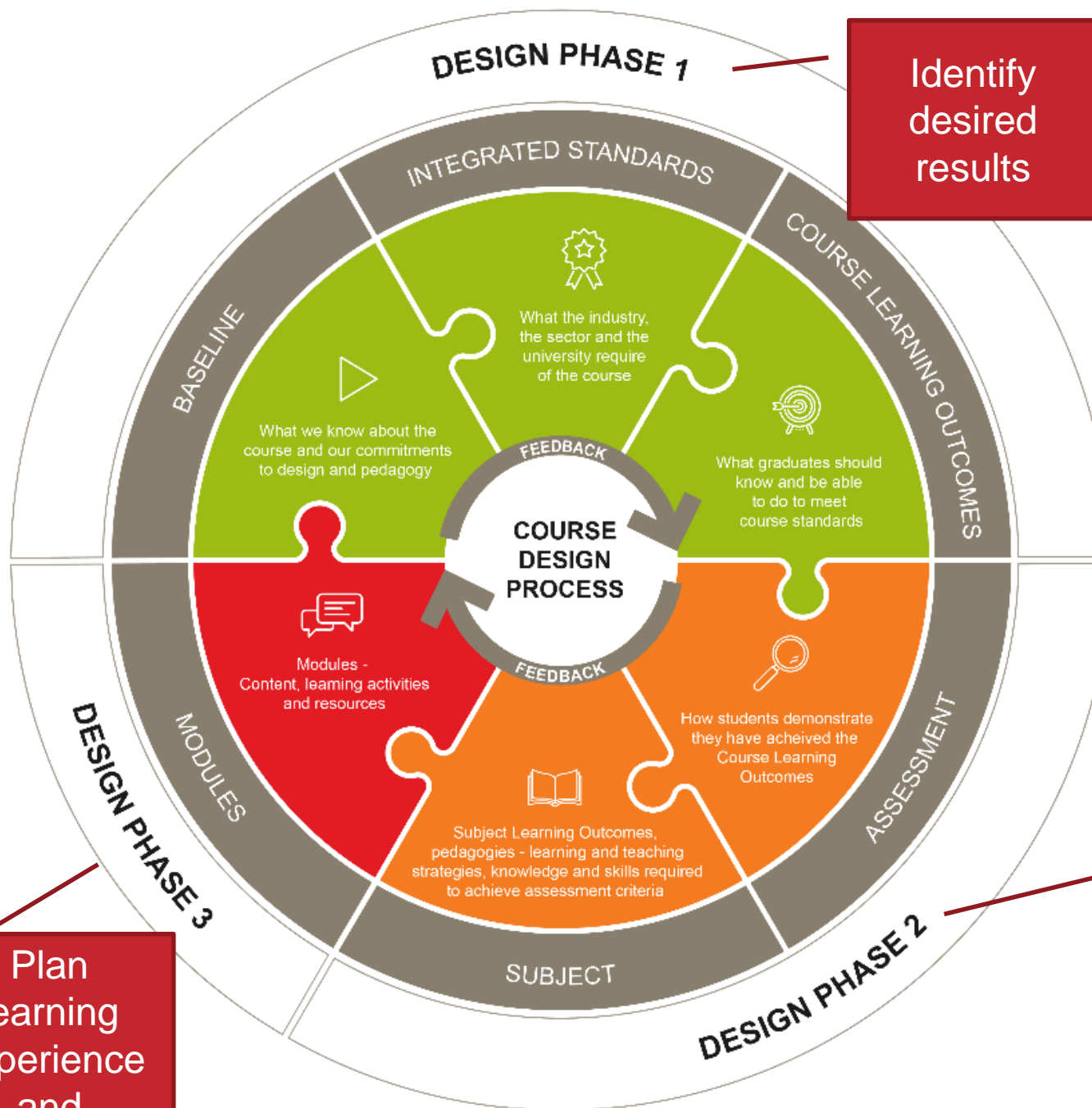
Determine  
acceptable  
evidence.



Plan learning  
experiences  
and instruction.



# course design process

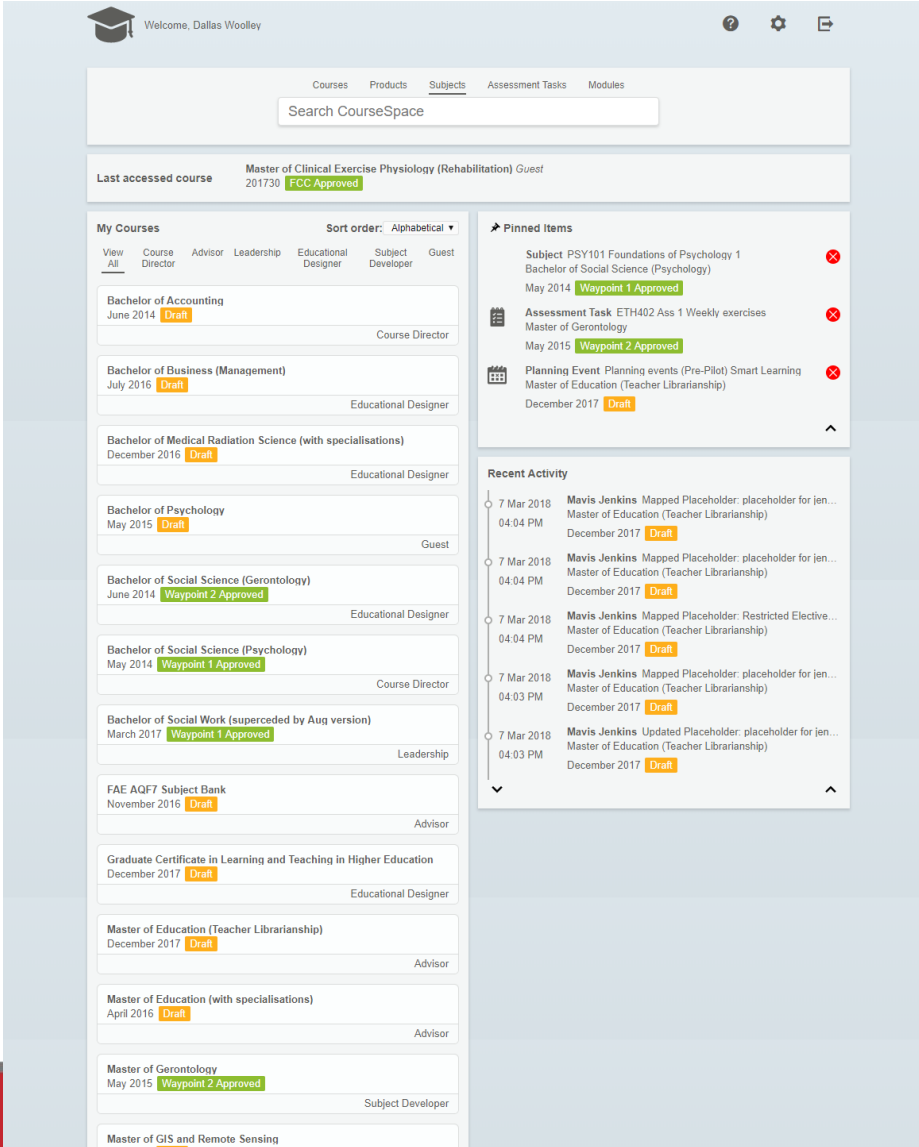


# emergent feedback

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With the support of the application, *CourseSpace*, the design process enables **reflection** and **feedback** from course team members, peers, external advisors, and University leadership during the process of course design, thereby supporting ongoing development work that is iterative and responsive.





The screenshot shows the CourseSpace landing page for a user named Dallas Woolley. The page has a navigation bar with tabs for Courses, Products, Subjects, Assessment Tasks, and Modules. A search bar is located below the navigation bar. The main content area is divided into two columns. The left column, titled 'My Courses', lists various courses with their status (Draft, Approved) and the user's role (Course Director, Educational Designer, Guest, Leadership, Advisor, Subject Developer). The right column, titled 'Pinned Items', lists specific items like 'Subject PSY101 Foundations of Psychology 1' and 'Assessment Task ETH402 Ass 1 Weekly exercises'. Below this is a 'Recent Activity' section showing a timeline of events. The page also includes a 'Last accessed course' section at the top right of the main content area.

# CourseSpace Landing Page

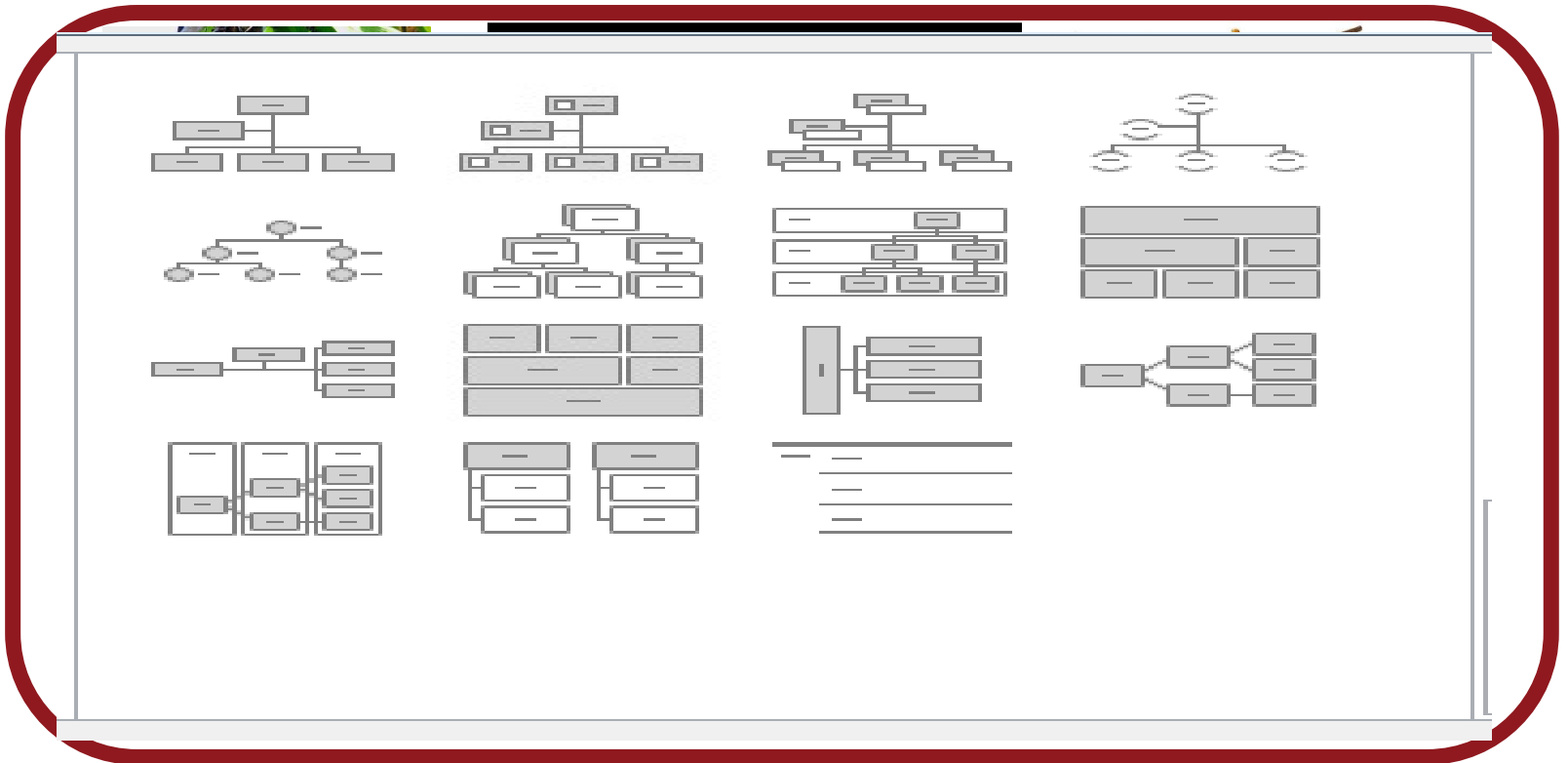




## Constructive alignment – from standards, products, assessments to subjects

Constructive alignment

Constructive alignment



Constructive alignment

# The issue: practice and compliance

## The Higher Education Standards (HES) Framework 2015.

*The Standards are intended to be useful to higher education providers as a framework for **internal monitoring of the quality of their higher education activities**.*

<https://www.teqsa.gov.au/contextual-overview-hes-framework-2015>

# The relevant domains

Of the 7 domains of the standards, **three** specifically address the quality of learning and teaching:

- 1 Student Participation and Attainment;
- 3 Teaching; and
- 5 Institutional Quality Assurance.

# The role of policy

the purpose of policy as the provision of “*a general, overall, rational canopy for specific actions, procedures, or operations*” (Fincher 1973 p. 15).

Policy should,

- result in “*decisions, plans and programs*” (ibid p. 15);
- provide guidance about an organisation’s mission,
- provide advice about the implementation of strategies to achieve that mission and
- Provide mechanisms to guide and control organisational behavior.



# ... more recent thinking...

The recent UNESCO report (Martin & Parikh, 2017) which indicates that the three most important functions of policies around quality management were

1. institutional performance assessment,
2. compliance with external standards and
3. improvement of academic activities.

Martin, M, & Parikh, S. (2017). *Quality management in higher education: Developments and drivers. Results from an international survey*. Paris, UNESCO - International Institute for Educational Planning

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Is policy about supporting best practice or meeting compliance requirements?

# Serving both purposes..

...policy can on the one hand enable quality from the perspective of teaching/learning and research, while still allowing demonstration of compliance with ever increasing governmental requirements.

# The CSU Experience

Policy for CSU was seen as enabling quality from the perspective of teaching/learning.

We were after best practice; a common approach; with codified routines and habits for all staff to get to know and enact.

Compliance was secondary.








# Serving two masters: *best practice*

- After piloting and incremental scale up over 3-4 years, the process and technology were continuously adapted and improved through stakeholder engagement and an agile project management approach;
- We established our practices first, then drafted our 'best practice' policy for consultation;
- ...culminating in Senate ratification on 18 May, 2018

# Serving two masters: *compliance*

- As the policy drafts matured, the issue of compliance against the Standards loomed large.
- Our draft needed to pass the HES test
- Would it stand up? How would we know?
- How would we fare in the 2018 round?
- Did we need to go back to the drawing board?

# Mapping the Standards to the policy, as it relates to course and subject design.

HES Domain	Policy coverage
<b>Domain 1 Student participation and attainment</b> 1.3 Orientation and progression	
1.4 Learning Outcomes and Assessment	
<b>Domain 3 Teaching</b> 3.1 Course Design	
<b>Domain 5 Institutional Quality Assurance</b> 5.1 Course Approval and Accreditation	
5.3 Monitoring, Review and Improvement	

# Cultural changes so far looks like ...

- *influenced the practices of approximately **25 Course Directors**, around **100 academics** and **15 Educational Designers** on course teams;*
- *produced **13 releases** of CourseSpace incorporated 52 courses of 207 (25% of courses) into CourseSpace;*
- *reached the target of impacting approximately **12,600 students** (based on 2017 data) through improved course design; and*
- *are ready to mainstream course design process in 2019, managing the annual load of **42 courses through review every year**, underpinned by the newly ratified Course Review, Design and Development Policy on 18 May, 2018.*
- *reached **critical mass (>25%)**, whereby the uptake from 2019 onwards will become more and more business as usual.*

Our take away? Making space for best practice supports you towards compliance..



