

TLOs from another Galaxy

(aka Setting & Assessing Learning Standards in Business)

Australian Council of Science Deans

Melbourne - 22 February 2013



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Outline

1. Definitions
2. Drivers
3. Setting standards in business
4. Assessing standards in business
5. Conclusion
6. Q & A

Support for this project has been provided by the Australian Business Deans Council, the Institute of Chartered Accountants in Australia, CPA Australia and the Australian Government Office for Learning and Teaching. The views expressed in this presentation do not necessarily reflect the views of any of these stakeholders.



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Standard: “a definite level of excellence or attainment..... so established by authority, custom, or consensus” (Sadler, 2009)

Learning outcome: ‘know, understand and can do’

Drivers: Science v Business

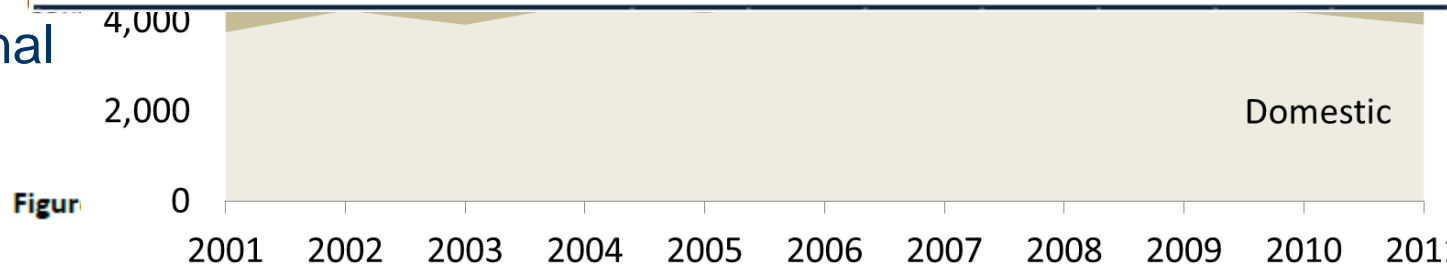
- Public funding
- Immigration
- Accreditation
- Students
- Employers
- Competition
 - private
 - international
- Staffing
- Research
- Technology
- Regulation

Con



Table 8: Most important selection criteria when recruiting graduates by sector, (Rank)

Selection Criteria	G/D/H	C/M/E	A/F	L/PS	M	C/T/U	All
Interpersonal and communication skills	1	1	1	1	1	1	1
Passion/Knowledge of industry (etc.)	2	2	2	2	3	2	2
Critical reasoning and analytical skills (etc.)	3	6	4	5	2	4	3
Calibre of academic results	5	5	3	3	6	6	4
Cultural alignment / Values fit	7	4	5	4	5	3	5
Work experience	6	3	7	7	4	5	6
Emotional intelligence	8	7	6	6	9	7	7
Teamwork skills	4	8	8	8	6	8	8
Activities	9	8	9	8	10	10	9
Leadership skills	9	10	10	10	6	9	10



Figur

Source: Graduate Careers (2012)

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

How are we going to demonstrate this?



I'm worried about ensuring we are AQF compliant by 1 Jan 2015



AQF	Graduates of a Bachelor Degree
Knowledge	<ol style="list-style-type: none"> 1. Will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning
Skills	<ol style="list-style-type: none"> 2. Will have cognitive skills to review critically, analyse, consolidate and synthesise knowledge 3. Will have cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas 4. Will have cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence 5. Will have communication skills to present a clear, coherent and independent exposition of knowledge and ideas
Application of knowledge and skills	<ol style="list-style-type: none"> 6. Will demonstrate the application of knowledge and skills: 7. With initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship 8. To adapt knowledge and skills in diverse contexts 9. With responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters

Business, Management and Economics

Accounting	Banking, Finance & Related Fields
Business Information Studies	Business Management
Economics and Econometrics	Hospitality Management
Human Resource Management	Industrial Relations
International Business	Organisation Management
Marketing	Sport and Recreation
Tourism Management	<i>Missing (eg. Logistics)</i>

Setting learning standards



“Discipline communities will ‘own’ and take responsibility for implementing teaching and learning standards (working with professional bodies and other stakeholders where appropriate) within the academic traditions of collegiality, peer review, pre-eminence of disciplines and, importantly, academic autonomy”
DEEWR (2009, p. 32)



ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Guiding principles

1. Reflect AQF and international standards
2. Threshold not aspirational
3. Exclude assessment
4. Minimal number to avoid compromising diversity but still assuring public confidence
5. Evidence-based
6. Collaborative, iterative and consultative – not just academics
7. Illustrative examples

Accounting

Degrees

- Bachelor
- Master (Entry)
- Master (Advanced)

Cycles

1. Agenda setting
2. Awareness raising
3. Consultation
4. Dissemination
5. Implementation
6. Assessment

Engagement in Cycle 1-4

- 2,100 participants nationally
- 38 Australian universities
 - 21 private/other providers
 - 20 others (eg professional and peak bodies)

Engagement in Cycle 6

- 17 providers and 2 professional bodies

Provider A	Provider B	Provider C	Provider D
Judgement	Judgement	Judgement	Judgement +
Knowledge	Knowledge	Knowledge	Knowledge
Application	Application	Application	Application +
Communication & Teamwork	Communication & Teamwork	Communication & Teamwork	Communication & Teamwork
Self Management	Self Management	Self Management	Self Management +
Quantitative	Professional	Small business	
Public sector		Regional	
Chalk + talk learning	Online learning	Problem-based learning	Team-based learning

Ju

- Recording and summarising transactions
- Apply accounting standards in preparation of financial statements
- Analysis of the operations of business
- Financial analysis and projection

Bachelor

Exercise judgement under supervision to solve routine accounting problems in straightforward contexts using social, ethical, economic, regulatory and global perspectives

A regular or typical course of procedure with defined and identified boundaries that can be applied to a work practice, task or problem

Few qualitative perspectives and/or quantitative perspectives characterised by considerable data items over multiple variables and known relationships between them

Master
(Advanced)

Exercise judgement under minimal supervision to solve emerging and/or advanced accounting problems in complex contexts using social, ethical, economic, regulatory and global perspectives

Accounting: Communication and Teamwork

Bachelor	Justify and communicate accounting advice and ideas in <u>straightforward</u> collaborative contexts involving both accountants and non-accountants
Master (Entry)	Justify and communicate accounting advice and ideas in <u>diverse</u> collaborative contexts involving both accountants and non-accountants
Master (Advanced)	Justify and communicate accounting advice and ideas in <u>complex</u> collaborative contexts involving both accountants and non-accountants

Marketing



Figure 1. Graduates must use multiple learning outcomes for any marketing task.

Marketing: Social Responsibility

Graduates of a **Bachelor** degree will be able to evaluate relevant ethical and legal considerations in an impartial way for **routine** marketing practices

Graduates of a **Master (Entry)** degree will be able to evaluate relevant ethical and legal considerations in an impartial way for **evolving** marketing practices

Graduates of a **Master (Advanced)** degree will be able to evaluate relevant ethical and legal considerations in an impartial way for **specialised** marketing practices

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<http://disciplinestandards.pbworks.com>

Disciplinary groups

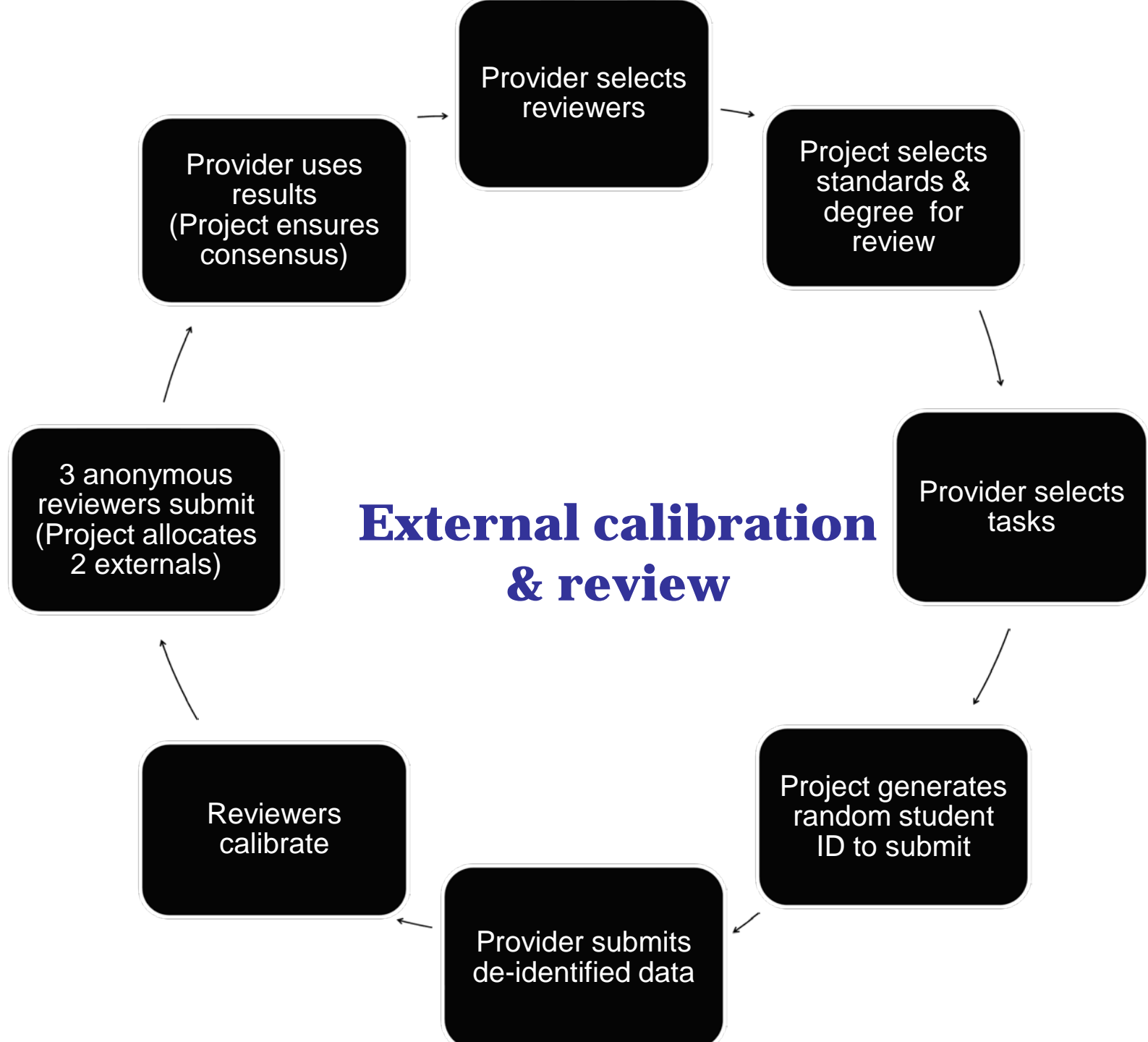
- [Architecture](#)
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<http://disciplinestandards.pbworks.com>

Business, Management and Economics

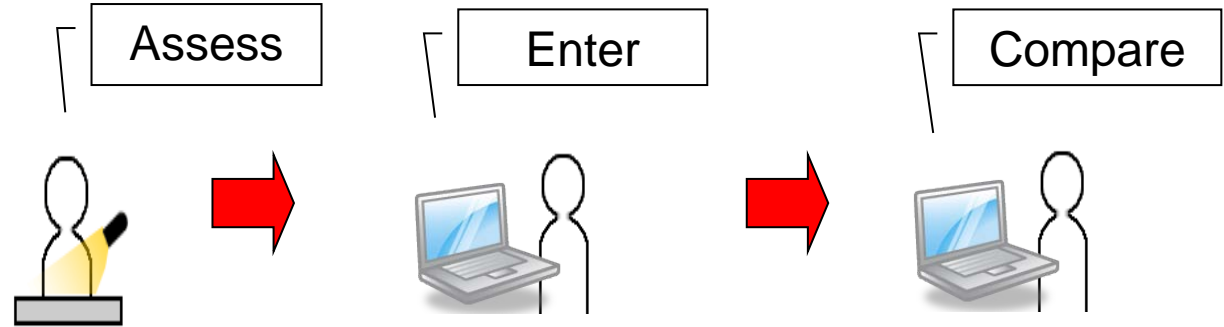
Contact Mark Freeman (e mark.freeman@abdc.edu.au or mark.freeman@sydney.edu.au; p +61290365030).

Discipline	Standards	Benchmark	Year	Funding	Contact	Website	Description
Accounting	Set	AQF level 7 (bachelor)	2010	ALTC	mark.freeman@abdc.edu.au	www.olt.gov.au	
Accounting	Set	AQF level 9 (masters)	2010	ALTC	mark.freeman@abdc.edu.au	www.olt.gov.au	
Accounting	Apply	Professional accreditation	2012		phil.hancock@uwa.edu.au	www.charteredaccountants.com.au www.cpaaustralia.com.au	See page 13
Accounting	Apply	Textbook & good practice guides	2013				
Accounting	Assure	Calibrated external peers (bachelor & masters)	2011-2013	ABDC ICAA CPAA OLT	mark.freeman@abdc.edu.au phil.hancock@uwa.edu.au	www.abdc.edu.au www.olt.gov.au	Progress reports here
Business generally	Apply	Internal or external	2012	OLT	romy.lawson@jcu.edu.au	www.olt.gov.au	Project website www.a
Business generally	Apply	Capstone	2012	OLT	j.bailey@griffith.edu.au e.vanacker@griffith.edu.au	www.olt.gov.au	

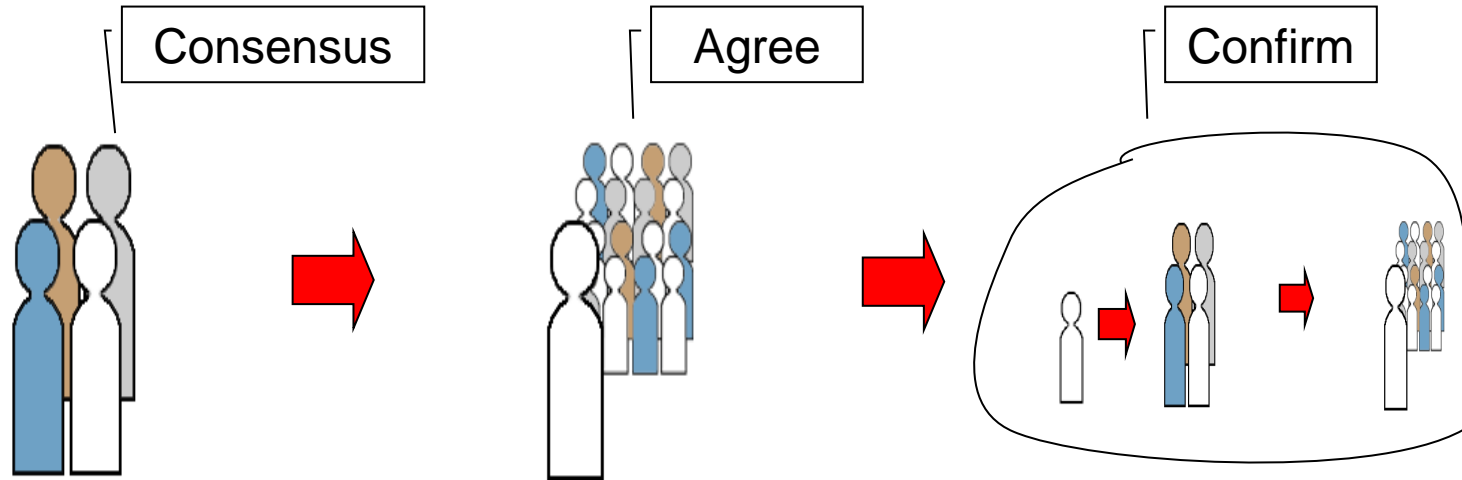


Calibrating the standard

Pre-F2F



F2F



Post-F2F



Apply

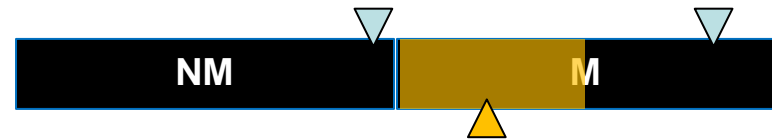
- completing assessment if student
- marking own students' work if academic
- judging student samples of peer provider if academic

Calibration – UG student 1

Written communication

Individual results pre-workshop

- Min & max (n=26)
- Mean ± 1 SD



Group results at workshop

- Small groups (n=5)
- Consensus



Conclusion

1. Discipline tribes
2. Masters + bachelors
3. Guiding principles good
4. Elapsed time can clarify (eg. AQF, TEQSA)
5. Faster & nuanced but still iterative
6. Glossaries help wordsmithing
7. Conversation really matters
8. Nothing beats connoisseurship !

Thank you

