

Benchmarks for APLEC PLT Programs

A glimpse of the Holy Grail



A potted history

- The requirement for HE providers to benchmark was embedded in state based and AUQA HE registration requirements
- Benchmarking is a TEQSA requirement
- In May 2012 the APLEC Heads of Courses resolved that a Project Group be formed to develop APLEC Benchmarks



- Adrian Deans chairs the APLEC Benchmarks Working Group (ABWG)
- Other members of the ABWG were Adam May (Leo), Ian McCall (UoW), Terri Mottershead (Griffith) and Graham Jobling (LSSA)
- Membership is currently Adrian Deans, Adam May and Graham Jobling (The 3 Bencheros)



November 2012 the HoC adopted the:

- Draft benchmarks for *Learning and Teaching and Achievement of Learning Outcomes*
- Guidelines for Benchmarkers
- Self-assessment Template



Why have we adopted the current format?

- Modelled on the ACODE approach
- Enables self-assessment
- Coordination between institutions not necessary but is possible
- Allows members to self-assess without sharing information
- Does not eliminate the potential to share information



Adam May



Leo Cussen Centre for Law

Benchmarks 1 and 2 - One year down
the track



TEQSA



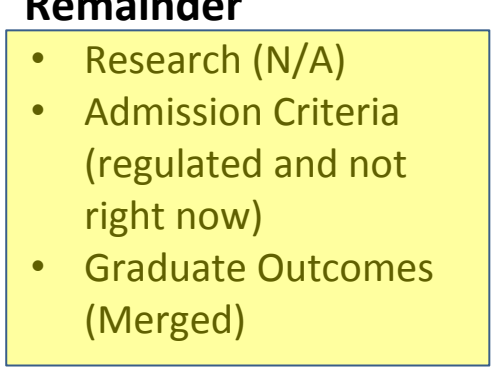
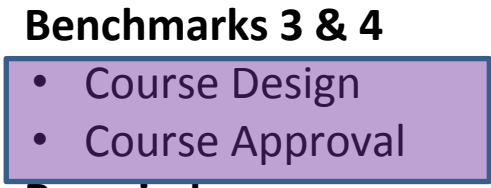
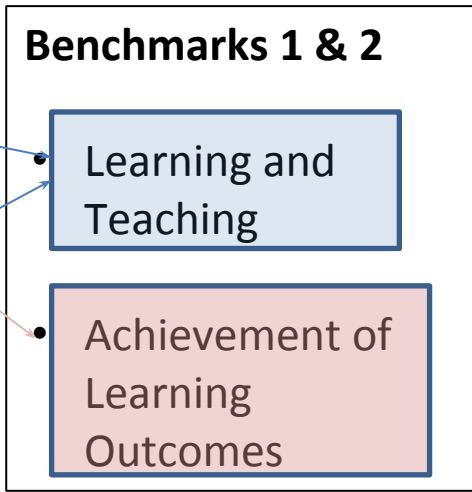
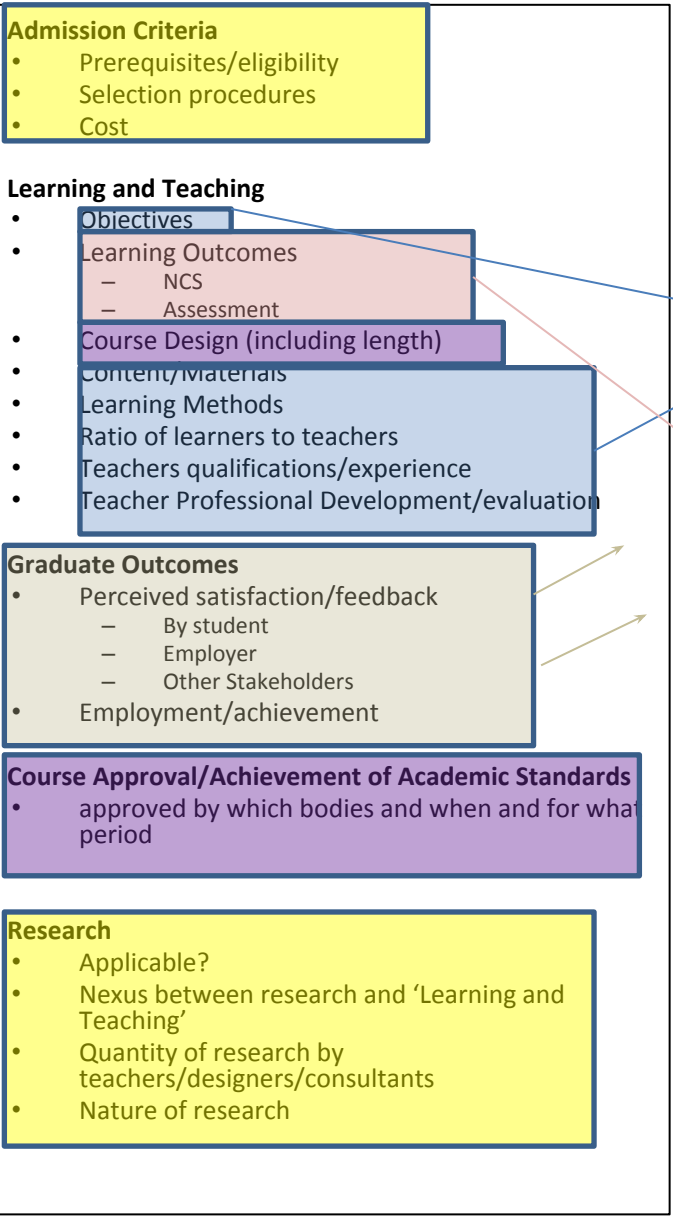
Teased Out =

Benchmarks



TEQSA Threshold Standards and TEQSA Risk Framework

- Student learning outcomes
- Graduate outcomes
- Research
- Course design
- Course approval
- Admission criteria
- Achievement of academic standards



Benchmark 1 – Learning and Teaching

Performance Indicators

[1] The PLT Provider includes learning and teaching as a constitutional objective and all learning and teaching structures, systems and procedures are authorised by relevant delegations of authority or policy.

[2] The PLT provider has a plan for high quality learning and teaching which is based on constitutional objective/s and is informed by student outcomes data.

[3] The PLT Provider regularly reviews its learning and teaching objectives, policies, procedures and practice with the aim of continuous improvement. Review and implementation is informed by:

- a) sound educational practice,
- b) legal practice expertise,
- c) current developments in law and legal practice,
- d) the requirements of the National Competency Standards and
- e) input from external stakeholders.

Footnotes

1 It is expected that the PLT Provider would appropriately consider its ratio of teaching staff to students at this indicator.

2 As part of continuous improvement of learning and teaching, the PLT Provider regularly reviews its Course Design, Resources, and Methods. See BM Course Design.

[4] The PLT provider has designed and implemented learning and teaching systems and procedures which enable its students to acquire and demonstrate an appropriate understanding of and competence in, each element of the skills, values and practice areas of the National Competency Standards.

[5] The PLT Provider receives feedback from students, employers and other stakeholders which informs the continuous improvement of learning and teaching (including assessment).

[6] The PLT Provider implements policies and procedures to ensure that learning and teaching are of high quality, including:

- a) engaging teacher/lawyers with appropriate qualifications and/or professional experience to teach and assess the course;
- b) providing adequately resourced professional development opportunities for teachers to improve the quality of their teaching;
- c) monitoring teacher performance;
- d) ensuring teachers are advised of student and other feedback on the quality of their teaching and have opportunities to improve their performance.

Footnote

The PLT Provider helps to facilitate a strong learning and teaching culture among its academic staff and students which can be measured via staff and student satisfaction.



[7] The PLT Provider's learning and teaching objectives, policies, procedures and practice are student oriented, equitable and include support for students with special needs.

Performance Measures

- 5 Meets all elements of the performance indicator
- 4 Meets most elements of the performance indicator and substantial work being done to implement the remainder
- 3 Meets some elements of the performance indicator and signs of effective work being done to implement the remainder
- 2 Meets a limited number of the elements of the performance indicator but some signs of effective work being planned to implement the remainder
- 1 Meets none of the elements of the performance indicator and no signs of effective work being done to implement them.



Benchmark 2: Achievement of Learning Outcomes



Performance Indicators

- [1] The PLT Provider has implemented assessment practices and processes which are valid, reliable, fair and accurate.
- [2] The PLT Provider has implemented policies, procedures and practices which ensure that appropriate, useful and timely feedback is provided.
- [3] The PLT Provider has implemented assessment objectives, policies, procedures and practice which enable students to receive clear and timely information on:
- the aims and details of assessment tasks,
 - the direct linking of assessment tasks to learning objectives,
 - marking and grading practices
 - expected standards of achievement; and
 - requirements for academic and legal professional integrity.

Footnote

The PLT Provider's assessment objectives, policies, procedures and practice include consideration of and reasonable adjustment to the special needs of students.

- [4] The PLT Provider has mapped all learning outcomes against each element of the skills, values and practice areas in the National Competency Standards and regularly reviews the effectiveness of the learning outcomes in achieving the aims of the National Competency Standards.
- [5] The PLT Provider regularly reviews its assessment objectives, policies, procedures and practice with the aim of continuous improvement. Review and implementation is informed by:
- sound educational practice
 - legal practice expertise
 - current developments in law and legal practice,
 - the requirements of the National Competency Standards, and
 - input from external stakeholders.
- [6] The PLT Provider measures grade distributions and moderates assessment (including grading consistency and the appropriate testing of learning outcomes) and uses the measurement data to facilitate improvement of the Course and its delivery.

Performance Measures

- 5 Meets all elements of the performance indicator

We went online to manage the process but we don't recommend it stays there

1 (a) The PLT Provider includes learning and teaching as a constitutional objective.



1 2 3 4 5

Rationale for choosing number:

Empty text area with scrollbars.

Evidence in support of number:

Empty text area with scrollbars.

Future actions to improve number:

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1 (b) All learning and teaching structures, systems and procedures are authorised by relevant delegations of authority or policy.

Benefit to us



- A reminder - that we said we'd implement
- A catalyst for discussing learning and teaching so culture of learning and teaching improves
- A way of assessing the quality of what we do
- Enables gaps in systems to be identified and thus enables improvements to them
- Therefore, systems are improved.

Adrian Deans
College of Law



Using the Benchmarks: Recap

A Couple of Issues from Last Year

- **Different Procedure**
- **Academic Plan**
- **Some Improvement**



BM3 – Course Design



- **the requirements of the NCS;**
- **the requirements of the AQF;**
- **sound educational practice;**
- **legal practice expertise;**
- **current developments in law and legal practice;**
- **student outcomes data;**
- **feedback from students;**
- **input from external stakeholders.**



BM4 – Course Approval & Review



Extension of the BMs to Other Spheres

- Learning & teaching
- Achievement of learning outcomes
 - Course design
- Course approval & review
 - Graduate outcomes?
 - Admission?
 - Research?



APLEC HoC November 2012

Agreed to set up a BM space on the APLEC website to house:

- The guidelines and self-assessment templates
- An area to share benchmarking reports or extracts
- Examples of good practice
- Anything else relevant to benchmarking activities



APLEC HoC November 2012

- The appointment of an APLEC Benchmarking Advisory Group of which all APLEC institutions are either an active or associate member



Law Society/Adelaide School of Law

- Review of governance pending
- Will incorporate benchmarking against all 4
- Will call on champions from around the university to provide some guidance
- Rather like Adam's 'monkey survey' approach



Q What can you do? A Become active.



**WE NEED
YOU
TO
JOIN
US**



Undertake an internal benchmark

- Call on the Bencheros if required
- Feedback to the Executive what is working and what isn't
- Assist in the development of the remaining benchmarks



<http://www.youtube.com/watch?v=o6bsGtJoKnE>