



Assurance of Learning Policy

Purpose

To provide a framework which helps ensure that students can demonstrate achievement against stated learning outcomes at subject and at course level, and which informs internal and external stakeholders how different elements of AIB's educational endeavours fit together as an integrated whole.

Scope

This policy applies to all courses.

Definitions

Assurance of Learning at AIB is the process which aims to ensure AIB students achieve the course learning outcomes and Graduate Qualities which AIB says they will achieve.

Graduate Qualities are the general competencies and skills which AIB expects students to be able to demonstrate when completing their study at AIB. Other providers may refer to this as Graduate Attributes or Graduate Outcomes.

Policy

This policy embeds AIB's practices and procedures relating to curriculum development, teaching and learning, and assessment.

1. Identification of learning outcomes

1.1 Course learning outcomes

- 1.1.1 Each course has stated course learning outcomes at the appropriate AQF level in the knowledge, skills and application domains. Course learning outcomes are approved by Academic Board. Students are expected to have attained these learning outcomes on successful completion of the course.
- 1.1.2 Each subject has subject-specific knowledge, skills and application learning outcomes at the relevant AQF level. Subject learning outcomes are approved by Academic Board. Students are expected to have attained the subject learning outcomes when successfully completing the subject.

- 1.1.3 AIB offers subjects and courses at different AQF levels. Learning outcomes for different subjects and courses reflect the relative complexity of the knowledge base and the depth of achievement required at different levels. Subjects at different AQF levels enable scaffolding of progress towards the achievement of expected course learning outcomes.
- 1.1.4 All subject learning outcomes contribute to course learning outcomes. The way in which individual subject learning outcomes contribute to course learning outcomes is demonstrated by mapping.

1.2 Graduate Qualities

- 1.2.1 AIB identifies Graduate Qualities which articulate generic learning outcomes. Graduate Qualities are approved by Academic Board. Students are expected to have attained generic learning outcomes on successful completion of the course.
 - 1.2.2 All subjects (through curriculum and assessment) contribute to achievement of Graduate Qualities. The way in which subjects contribute to Graduate Qualities is demonstrated by mapping.
- 1.3 It is *not* anticipated that every subject will contribute equally to each of the course learning outcomes and Graduate Qualities. Instead, students achieve course learning outcomes and Graduate Qualities progressively throughout their study and as a result of the learning experience of their study as a whole.

2. Curriculum aligned with learning outcomes

- 2.1 Curriculum for each subject is designed to provide information and resources relevant to subject learning outcomes. Hence, curriculum is aligned with stated subject learning outcomes.
- 2.2 Subject coordinators ensure alignment of curriculum with learning outcomes and with AQF Level of the subject.
- 2.3 The Academic Director (or delegate) ensures subject learning resources across all subjects collectively address and align with course learning outcomes.

3. Assessment aligned with learning outcomes

- 3.1 Assessment in a subject is designed to enable students to demonstrate their level of achievement for subject learning outcomes and Graduate Qualities. Individual assessment items may assess only one or two subject learning outcomes and none or just one Graduate Quality. Taken together, a subject's assessment items must assess achievement in all subject learning outcomes and several Graduate Qualities.
- 3.2 Subject coordinators ensure a subject's multiple assessment items map onto subject learning outcomes and several Graduate Qualities.

3.3 The Academic Director (or delegate) ensures assessment across all subjects is varied and enables students to demonstrate achievement of all course learning outcomes and all Graduate Qualities at the appropriate AQF level.

3.4 Communication of assessment results provides students with feedback about the extent to which they have achieved learning outcomes and about the progress they have made towards developing Graduate Qualities.

4. Collection, analysis and dissemination of student performance information

4.1 A subject's assessment results are disseminated to Subject Coordinators for discussion within the subject teaching team and for reflection with senior academics in the discipline.

4.2 Student performance results are collated and analysed by the Academic Administration team.

4.3 Student performance reports are disseminated to Teaching and Learning Committee and subsequently to Academic Board for ongoing monitoring.

5. Continuous improvement

5.1 AIB uses subject results and subject feedback for ongoing review and improvement. In this way AIB closes the loop of assurance of learning.

5.2 Assessment information is used to inform and, where necessary, amend a subject's curriculum, student support or assessment (including composition of assessment mix, weighting, marking criteria).

5.3 Student performance data together with student and staff feedback is used to inform and, where necessary, amend a subject's learning outcomes. Proposed changes to subject learning outcomes must be approved by Academic Board.

6. Benchmarking and external review

Learning outcomes, graduate qualities, assessment items, marking practices and student performance are benchmarked and are subjected to external review.

Related Forms:

Nil

Responsibility:

Academic Director

Related Policies:

Course and Subject Development and Approval Policy

Assessment Policy and Procedures

Current Status

Approved By:

Date of Approval:

Version 1

Academic Board

20 December 2016