

# Constructive Alignment

An approach to accreditation

# AGENDA

1. Accreditation – a case for constructive alignment
2. What is required from institutions in regards to mapping
3. Value of Mapping – or what can mapping do for you?

# A CASE FOR CONSTRUCTIVE ALIGNMENT

*Mark said “Constructive alignment is an outcomes based approach to designing and delivering a learning and teaching experience”*

From an accreditation perspective:

- Stage 1 Competencies – The learning outcomes
- Delivery of the program – The learning activities
- Accreditation – The assessment (basically portfolio assessment achieved by reflective practice – the Self Study, and viva voce – the visit)

# A CASE FOR CONSTRUCTIVE ALIGNMENT

## Stage 1 Competencies

- Accreditation requires that institutions demonstrate that their individual program deliver the Stage 1 competencies
- Institutions 'Map' their program to the Stage 1 competencies

## WHAT IS REQUIRED FROM INSTITUTIONS

The Accreditation Management System (AMS) requires each institution to address 15 accreditation criteria, which are split into three categories:

- Academic Programs (AP)
- Operational Environment (OE)
- Quality Systems (QS)

# ACCREDITATION MANAGEMENT SYSTEM – MAPPING

## Criteria AP1: Development of the education specification for the program

### Suggested evidence of attainment

- b. Explicit and comprehensive specification of graduate capabilities that demonstrate:
  - ii. Attainment of the Engineers Australia Stage 1 competency elements (PE/ET/EA), integrated with specific details of the technical knowledge and engineering application skills that are uniquely targeted for the specified engineering discipline
  
- c. Systematic review process inclusive of all teaching staff and the ongoing input from external constituencies, that:
  - i. Is holistic and outcomes driven
  - ii. Addresses the full range of program learning outcomes/graduate capabilities
  - iii. Is specific to each program

# ACCREDITATION MANAGEMENT SYSTEM – MAPPING

Criteria AP5: Program curriculum (outcomes, content, pedagogy, assessment)

Suggested evidence of attainment:

- a. Specifications of intended learning outcomes for individual units of study, aggregating to deliver graduate capabilities matching the specified learning outcomes for the program (demonstrated by systematic mapping)
  
  
  
  
  
  
  
  
  
  
- d. Specific mapping to demonstrate how intended learning outcomes and assessment tasks from individual units of study aggregate to validate delivery of graduate capabilities which will match the specified learning outcomes

## WHAT CAN MAPPING DO FOR YOU?

- Accreditation - the demonstration of how the program learning outcomes meet the Stage 1 competencies
- Initial Curriculum Design (needed for accreditation)
- Quality Assurance - Identification of gaps (needed for accreditation)
- Ongoing curriculum development (needed for accreditation)
- Curriculum review – at topic, unit and program level (needed for accreditation)
- Involves staff at all levels in understanding why the program is the way it is
- Involves students at all levels in understanding why the program is the way it is



# THANK YOU

## Questions?

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