

## INSTITUTIONAL IMPLEMENTATION OF CONSTRUCTIVE ALIGNMENT

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23<sup>rd</sup> February, 2010

Constructive Alignment, where teaching and  
assessment are *aligned to* the Intended  
Learning Outcome

Teaching:  
The student  
enacts the  
verb in the  
ILO: they  
apply X to Y

ILO:  
What the student  
has to learn:  
e.g. apply  
X to Y

Assessment:  
How well  
the student  
has applied  
X to Y

**SYSTEMIC IMPLEMENTATION  
OF CONSTRUCTIVE ALIGNMENT**

**Although teaching takes place in individual classrooms, all are part of an institutional system at various levels.**

**Institutional: HEI Learning Outcomes, QA, policies and procedures reassessment especially.**

**Faculty: Programme ILOs, Programme design and management.**

**Department: Course ILOs, Course delivery, teaching, reflective practice**

**Institutional Level**

**A teaching philosophy that guides all teaching-related policies and procedures.**

**Centre for Academic Development to be involved in all teaching-related decisions and to operate not just to give workshops to volunteers. Conduct induction courses for new staff, students; ongoing support to teachers.**

**HEI Learning Outcomes helpful to tie programmes and courses to the system at large; alignment of units to programme to HEI LOs.**

### **Institutional Level Policies**

#### **Teaching and Learning:**

- **Lecture not default method of teaching**
- **Teaching not measured in class contact hours**
- **Criterion-referenced Assessment.**  
Norm-referencing, grading on the curve, compulsory percent of exams for final grade, discipline by deducting marks – all must go.
- **Reporting in grades, not marks.**

#### **Personnel:**

- **Evaluation of teaching aligned to teaching philosophy.**
- **Systematic procedures in place for monitoring teaching effectiveness.**
- **Teaching rewarded on a par with research.**
- **Publications in teaching area acknowledged.**

### **Faculty/Department Policies**

- **Leadership crucial:**
- **Action plan**
- **Everyone must know where they are going, why and how**
- **Teaching seen as a departmental common responsibility not just an individual one**
- **Rewards for initiative in teaching**

**Faculty/Department**

**Programme management:**

- Programme and course committees.
- Programme ILOs match with Gas (if applicable); Course ILOs to PILOs.
- Student/staff consultative committee.

**QA/QE**

- Policies based on a coherent philosophy of teaching
- Student feedback specific to course, supportive of teaching philosophy.
- Faculty assessment policies.

**Faculty/Department**

**Teaching Support**

- Teaching Learning Committee
- Staff induction, ongoing staff development opportunities
- Student induction
- Teaching portfolios
- Peer review
- Sharing sessions
- Close liaison with Academic Development Centre
- Website, Wiki. Information, on-line sharing ...
- Recognition of teaching excellence and publications
- Recognition of time for teaching development

### **Faculty/Department**

#### **Formative evaluation of implementation**

- **Evaluation at programme, unit level; from administrative, teacher and student perspectives.**
- **Action research: trouble-shooting, what works, what doesn't.**
- **External consultant: expert in both content area and in constructive alignment to carry out evaluation and to provide recommendations for future development.**

### **References**

**Biggs, J. & Tang, C. (3rd Ed) (2007) . *Teaching for Quality Learning at University*. Maidenhead: Open University Press/McGraw Hill. See especially Chapter 12**