

Illustrative Example for QAF 2.1.2.4.a)

Queen's University, PhD, Health Quality

The Committee commended the submission for its comprehensive and well-structured presentation in table format. Table 5.1 was highlighted as a particularly helpful and illustrative example of how assessments are mapped to Program-level Learning Outcomes (PLOs) and Degree Level Expectations (DLEs). The use of clear column headers for DLEs, PLOs, relevant courses and academic requirements, indicators of achievement (including assessment form and intent), and transferable skills was especially effective. The alignment among these elements was clearly articulated and appreciated.

The indicators of achievement were illustrative and demonstrated strong correspondence with both the DLEs and PLOs. The inclusion of a dedicated column for transferable skills added valuable insight into the expected learning outcomes.

The Committee also noted Section 5.2, which documents assessment methods in paragraph form and describes their alignment with DLEs and PLOs. Section 5.3 further enriched the presentation by organizing information according to year level, dissertation components, and program-wide elements.

Overall, the presentation reflects a strong and effective approach to assessment mapping, offering clarity and depth that support meaningful interpretation and practical application.

Long-Standing Example 2 - Queen's University, PhD, Health Quality

5. Assessment of Teaching and Learning				
5.1 <i>Degree Level Expectations (DLE)* – In Table 3 below, summarize how the program's structure and requirements address each DLE listed as well as any additional program-specific DLEs (Refer to Graduate Degree Learning Outcomes (GDLEs), Appendix 1 of QUQAP for more information about graduate DLEs).</i>				
Table 3. Mapping curriculum and degree level expectations (DLEs) (add rows as needed)				
DLE	Learning Outcomes	Relevant Courses, Academic Requirement	Indicators of Achievement	Transferable Skills
<i>Depth and breadth of knowledge</i>	<p>Learners will:</p> <p>Adopt and adapt conventional models of safety, risk and quality from multiple disciplines through critical reflection and analysis to answer quality improvement problems</p> <p>Advance knowledge of sociopolitical and organizational contexts about healthcare quality education, research and application in practice</p> <p>Critically appraise the philosophical, theoretical, and empirical foundations of</p>	<p>Comprehensive examination HQRS 900 Philosophy of Health Quality Science HQRS 902 Qualitative Methods for Research in Health Quality HQRS 905 Current Topics in Health Quality</p> <p>HQRS 901 Research and Theory of Change Management and Leadership HQRS 902 Qualitative Methods for Research in Health Quality HQRS 905 Current Topics in Health Quality</p> <p>HQRS 900 Philosophy of Health Quality Science</p>	<p>Forming an opinion based on a Case Study Analysis supported by the data and existing literature</p> <p>Leading a seminar to debate an issue and guiding discussion to find a solution</p> <p>Constructing a logical argument in a critical analysis paper that demonstrates and examination of multiple</p>	<p>Critical Reflection</p> <p>Inquiry and Analysis</p> <p>Shaping Public Policy</p> <p>Leadership and Initiative</p>

	the discipline of improvement science	HQRS 903 Quantitative Methods for Research in Health Quality HQRS 904 Internship in Health Quality	perspectives and determining the best answer to an issue	
<i>Research and scholarship</i>	Learners will: Design research studies from the philosophical stance, to methodology, methods, data collection, analysis, results and knowledge translation Create media to publicize quality improvement projects and research	HQRS 900 Philosophy of Health Quality Science HQRS 902 Qualitative Methods for Research in Health Quality HQRS 903 Quantitative Methods for Research in Health Quality HQRS 904 Internship in Health Quality HQRS 902 Qualitative Methods for Research in Health Quality Proposal examination HQRS 904 Internship in Health Quality HQRS 905 Current Topics in Health Quality HQRS 999 Thesis	Write and publish manuscripts for peer reviewed journals, professional bodies, and the general public Write a paper defending rationale for the design and methodology of their planned doctoral work Successfully defend their proposed doctoral plan Draft a publishable manuscript to be submitted to an appropriate journal	Grant Writing Knowledge Translation Scholarship Development Knowledge Mobilization Digital Literacy

<p><i>Application of knowledge</i></p>	<p>Learners will:</p> <p>Design and justify the current state of improvement science from a theoretical perspective</p> <p>Apply implementation science and quality improvement models to practical problems in an organization and produced a solution or solutions acceptable to the organization</p>	<p>HQRS 900 Philosophy of Health Quality Science HQRS 901 Research and Theory of Change Management and Leadership</p> <p>HQRS 903 Quantitative Methods for Research in Health Quality HQRS 904 Internship in Health Quality</p>	<p>Articulate through a written assignment the current state and future directions of the science</p> <p>Write a technical report for the organization where the internship is offered</p>	<p>Project Management</p> <p>Peer Evaluation</p> <p>Needs Assessment and Evaluation</p> <p>Problem Solving</p> <p>Anticipating Trends</p>
<p><i>Communication skills</i></p>	<p>Learners will:</p> <p>Engage with the community of healthcare quality scholars to advance substantive areas in improvement science</p> <p>Create partnerships at the local, provincial, federal and international level with scholars and healthcare policy makers</p>	<p>HQRS 902 Qualitative Methods for Research in Health Quality HQRS 904 Internship in Health Quality</p>	<p>Leading seminar discussions at the PhD level</p> <p>Simulated presentation to board of directors</p> <p>Plan strategies to disseminate findings at various levels to different audiences</p>	<p>Active Listening</p> <p>Oral Communication</p> <p>Written Communication</p> <p>Digital Literacy</p>

	Disseminate complex knowledge clearly to diverse audiences	HQRS 901 Research and Theory of Change Management and Leadership HQRS 904 Internship in Health Quality HQRS 904 Internship in Health Quality	Write a technical report for the organization in which you are doing the internship	Marketing Communications Networking and Stakeholder Engagement Creating Partnerships Appropriate Messaging
<i>Autonomy and professional capacity</i>	Learners will: Articulate their professional responsibility to adhere to excellence in teaching, scholarship and leadership in healthcare quality and improvement science Organize their own Community of Practice of scholars and mentors for the future Recognize their accountability to society in developing and upholding the principles of quality, risk and safety in healthcare	HQRS 901 Research and Theory of Change Management and Leadership HQRS 904 Internship in Health Quality HQRS 900 Philosophy of Health Quality Science HQRS 901 Research and Theory of Change Management and Leadership	Feedback from the site and from the supervisor Conduct a leadership profile and articulate your philosophy of leadership and change	Personal Development and Career Planning Mentoring Capacity Building

<i>Awareness of Limits of knowledge</i>	<p>Learners will:</p> <p>Assess gaps in knowledge and develop skills in seeking out new knowledge and new partnerships</p>	<p>HQRS 902 Qualitative Methods for Research in Health Quality</p> <p>HQRS 904 Internship in Health Quality</p>	<p>Critical Reflective Journal</p> <p>Learners will develop a portfolio to showcase their progress in the field, future learning needs and ways to address those</p>	<p>Commitment to Personal Growth and Learning</p>
---	--	---	--	---

5.2 *Describe how the proposed methods of assessing student achievement relate to the program learning outcomes and degree level expectations.*

The methods of assessment of learner achievement match the learning outcomes and graduate degree level expectations. Learners will be assessed through oral presentations (Communication Skills) on a variety of topics and to different audiences to develop skills in communication. Learners will have opportunities to teach other learners and demonstrate their understanding of complex health quality issues (Depth and Breadth of Knowledge)

Learners will advance their writing skills and demonstrate their understanding of the subject matter and their ability to critically appraise the literature, develop an argument and logically defend their position on any given issue through leading seminars, presenting orally an argument and a position on an issue, writing coherently for multiple audiences, and defending a research approach to answer complex issues (Research and Scholarship). Learners will be assessed through short reports, 10-page papers, and longer papers in addition to written materials targeting the public, and health care providers including posters, pamphlets, social media posts, and other multi media (Application of Knowledge & Communication Skills).

Learners will defend their research proposal through a written document and an oral presentation (Research and Scholarship & Communication Skills). They will be able to identify the limits of knowledge that exist and determine other ways to develop new knowledge and understanding of complex healthcare issues. During their internship, they will identify their own learning gaps (Awareness of Limits of Knowledge) and prepare written and other material for the organization (Application of Knowledge & Communication Skills). The presentation of their final thesis will be a culmination of their work over four years and will demonstrate excellence in new knowledge and application to real healthcare problems and will be a culmination of the degree level expectations (Depth and Breadth of Knowledge, Research and Scholarship, Application of Knowledge, Communication Skills, and Awareness of Limits of Knowledge). Throughout the program they will exchange ideas with their colleagues and utilize skills in negotiation to persuade each other to examine complex issues from multiple perspectives. Learners will acquire collaboration skills as they interact and teach others who may be from different disciplines than their own.

5.3 *Outline the plans for documenting and demonstrating the level of performance of students (must be consistent with the OCAV's Graduate Degree Level Expectations). [Refer to Graduate Degree Learning Outcomes (GDLEs), Appendix 1 of [QUOAP](#)]*

The program is designed to increase the knowledge and skills to lead healthcare quality improvement across the disciplines, across the healthcare sectors, and from point of care to policy and regulation of learners. In the first-year learners will be in formal courses which will provide foundational and specialized knowledge that learners will be evaluated, using a standardized rubric, on formally through assignments and presentations. In the internship learners' will develop their own learning outcomes based on GDLE's and will apply the knowledge gained in the first year of the program. In the thesis work learners will demonstrate in depth their theoretical knowledge and applied skills acquired in the program through formal assignments and the internship to real world healthcare quality problems and issues.

Learners will be assessed throughout the program by their thesis supervisory committee to ensure they are developing the depth and breadth of knowledge required for a PhD. The

supervisory committee will support progress in the program and will report to the Associate Director Healthcare Programs and the Admissions, Progress, and Graduation Committee. If additional support is required the learner will be directed to resources including those provided by the Centre for Teaching and Learning and School of Graduate Studies.

NOTE: This table was extracted from PDF p. 14 of the program proposal.