

The Standards Environment

- Worldwide engagement with QA systems-prove the quality of what we profess to do
- Bradley review 2008 – QA should be driven by standards, benchmarking across disciplinary programs and institutions
- ALTC 2010 Threshold Learning Outcomes (disciplinary involvement)
- Demise of ALTC - 2011
- Jan 2012 TEQSA – dismissal of LTAS standards and retreat from discipline control of standards
- Ramifications of TEQSA-determined standards regulation still unclear

Threshold Learning Outcomes

1. Demonstrate an understanding of at least one period or culture of the past.
2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
3. Show how history and historians shape the present and the future.
4. Identify and interpret a wide variety of secondary and primary materials.
5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
6. Analyse historical evidence, scholarship and changing representations of the past.
7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
8. Identify, and reflect critically on the knowledge and skills developed in their study of History.

What was the purpose of the Accreditation Trial?

- How can the discipline community prove that the standards are being met?
- Can the discipline drive its own quality assurance processes within the new standards environment?
- Can this process transcend assurance and deliver quality improvement in practice?
- Can the discipline find a way to record, model, and demonstrate what our programs do in order to meet a standards audit?
- Can the discipline community use the discipline-managed process to stave off control from above?

Philosophy of the trial

- Discipline driven
- Locally owned
- Peak body involvement - AHA
- Light touch – not onerous for the participating institutions and the assessors
- Focus is on Pass students meeting standards
- Quality assurance and quality improvement

Trial Method

The idea of the trial originated at the first workshop and was subsequently endorsed by the AHA executive.

- 3 universities (UQ, UNSW, UNE) in the trial
- A two-phased process was designed – Compliance phase – and – audit phase -

Trial Method

Compliance phase

- Each university submitted a list of units/courses and AS mapped them against their stated learning outcomes and assessment tasks
- The learning outcomes mapped against the TLOs
- Each university responded and endorsed the mapping

	1	2	3	4	5	6	7	8
HIST111	*		*	*		**	**	
HIST150	*			*	*	***	*	
HIST151	*		*	**	*	**		
HIST165	**			*		*	**	*
HINQ100		***			**	*	*	*
HINQ101		**			**	***	*	*
HINQ200		**	*		**	**	*	*
HINQ201		**	*		**	**	*	*
HIST305	**	*		*	*	**	**	
HIST307	*		*	*	*	**	**	
HIST308	**			*	*	*	***	
HIST318	**			*	*	*	*	
HIST324	***	***			*	**	**	
HIST328	***			*	*	*	**	
HIST329	***	**		*		*	*	
HIST330	**	**		**		*****		
HIST331	***		*	*		**	*	
HIST332		***		***	*	*****	*	
HIST333		****		*	*	**	*	
HIST335	*	*		*	*	*	*	*
HIST337		**			*	**	*	*
HIST338	*			**		*	*	
HIST339	*	***		*		*	*	
HIST342	***	**						
HIST343	**	*	*					
HIST348	**	*	*	*		*	**	
HIST351	**			*	*		*	
HIST354	**	**				**	*	
HIST357	*	**		*			***	
HIST361	*	*		**		*	*	

An example of a response

So:

we had a list of units mapped against learning outcomes, assessment tasks and TLOs that were endorsed by each participating partner

Course	Suggested Relevant TLO	Learning Outcome
HIST111 - Medieval Europe	3. Show how history and historians shape the present and the future	confront the relationship between past and present
	4. Identify and interpret a wide variety of secondary and primary materials	analyse textual material
	1. Demonstrate an understanding of at least one period or culture of the past	review a significant period of European history
	6. Analyse historical evidence, scholarship and changing representations of the past	Frame historical questions recognize critical thinking
	7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form	recognize logical argument and lucid writing
HIST150 - Colonial Australia	5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline	understand the methods and sources used to study history
	6. Analyse historical evidence, scholarship and changing representations of the past	
	4. Identify and interpret a wide variety of secondary and primary materials	analyse particular types of historical sources in depth
	6. Analyse historical evidence, scholarship and changing representations of the past	
	1. Demonstrate an understanding of at least one period or culture of the past	appreciate the key events and issues that shaped colonial Australia
	5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline 6. Analyse historical evidence, scholarship and changing representations of the past 7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form	research and write different types of well-constructed and well-presented assignments

Course	Suggested relevant TLO	Learning Outcome	Related assessments
HIST3003 The Olympic Movement & Society	2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.	Extend students' knowledge and understanding of historical, socio-cultural, political, economic and educational aspects of the Olympic Movement.	<i>Paper:</i> Major Paper or Project <i>Exam - Mid Semester During Class:</i> Mid Semester Exam <i>Class participation and presentations:</i> Class participation and presentations
	6. Analyse historical evidence, scholarship and changing representations of the past	To provide educational experiences and processes that enable students to develop critical and reflective thinking to understand further the Olympic Movement	<i>Paper:</i> Major Paper or Project <i>Exam - Mid Semester During Class:</i> Mid Semester Exam <i>Class participation and presentations:</i> Class participation and presentations
HIST3612 Researching History	5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline	Plan and implement sophisticated research strategies in the discipline of history	<i>Attendance:</i> Participation <i>Plan:</i> Research Proposal <i>Annotated Bibliography:</i> Bibliography of Historical Sources
	4. Identify and interpret a wide variety of secondary and primary materials	utilise library, digital and software resources to implement research strategies in the discipline of history	<i>Attendance:</i> Participation <i>Plan:</i> Research Proposal <i>Essay:</i> Contextual Essay

Trial Method

Audit Phase

Randomly selected three TLOs to be audited for each partner.

Using the mapping data identified a 300 level unit/course and an assessment task within that unit/course mapped against the TLO.

If present, the capstone was default.

Assessment Tasks

- Each university submitted five assessment tasks in the three nominated units matched against a selection of TLOs
- Assignments requested were the lowest passes in the unit/course
- Were not identified either by university or student
- Assignments were blind marked by AS team members against the nominated TLO
- Marked against a sliding scale (0,1, 2, 3)

Threshold Learning Outcome 3

Show how History and Historians shape the present and the future.

Understanding

*Show a critical understanding of the impact of historical events and processes on current and future situations.	3
*Shows understanding of the impact of historical events and processes on current and future.	2
*Shows a limited understanding of the impact of historical events and processes on current and future situations.	1
*Shows little or no understanding of the current and future relevance of historical events and processes.	0

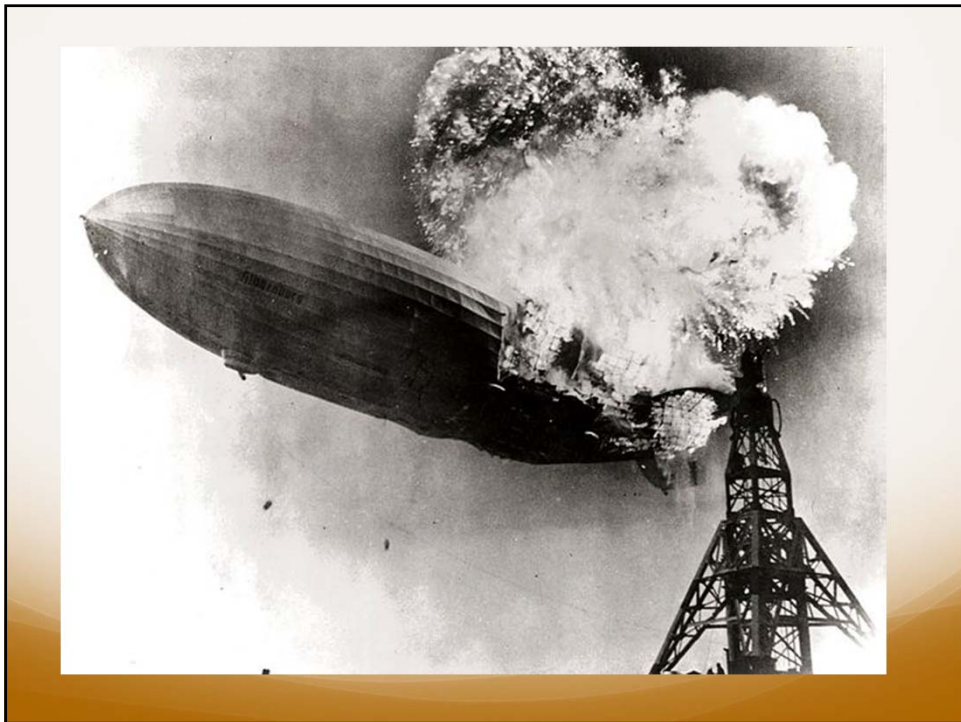
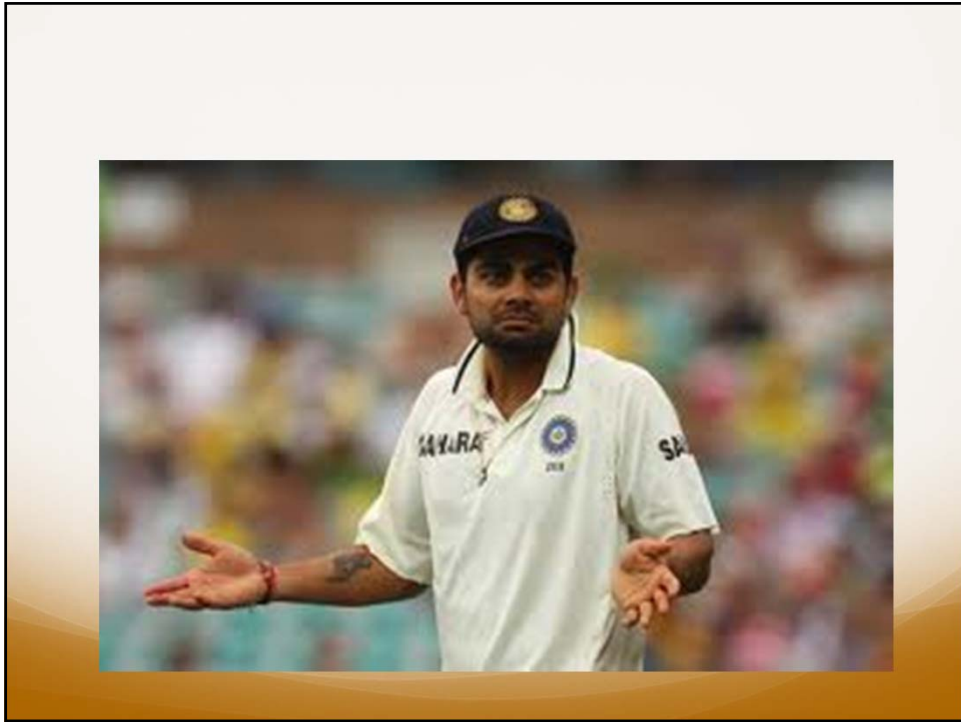
Awareness

*Shows awareness of the nature of this impact and how historians have shaped it.	3
*Shows limited awareness of the nature of this impact and/or how historians have shaped it.	2
*Limited demonstration of this impact or how historians have shaped it.	1
*No demonstration of this impact or how historians have shaped it.	0

(Developed from the VALUE rubric [Association of American Colleges and Universities])

STAGE 2 TLO EVALUATION TRIAL										
Institution	Course	TLO	Tasks received	Examiner	Marks out of 3					Total out of 15
					Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	
University of Queensland (A)	HIST X	3	Yes	Examiner A	1	1	1	1	0	4
	HIST Y	6	Yes	Examiner B	1	1	0	1	1	4
	WRIT Z	5	No	Examiner C	-	-	-	-	-	-
University of New England (B)	HIST X	8	Yes	Examiner D	0	1	0	0	1	2
	HIST Y	4	Yes	Examiner E	0.5	1	1	1	1	4.5
	HIST Z	2	Yes	Examiner C	1	1	2	2	3	9
University of New South Wales (C)	ARTS X	1	Yes	Examiner F	2	2	2	2	2	10
	ARTS Y	3	Yes	Examiner A	2	2	2	2	1	9
	ARTS Z	7	Yes	Examiner C	1	1	1	1	2	6
AVERAGE									6.1	

Was the trial a success?



Questioning the Results

- What constitutes a 'pass' for History programs in a standards environment?
- According to the trial only one unit/course scored what might be accepted as a pass 10/15. But this was on TLO 1 – Demonstrate an understanding of at least one period or culture of the past.

Immediately obvious that if the accreditation process followed this pattern no university would pass.

Trial Verdict

Why did so many units/courses fail?

Design process flawed

The nature of our current pedagogy in Australian History departments

Trial problems

The standards themselves

- The standards were difficult to assess against the submitted assignments. Does that mean.....
- Are there problems with the standards themselves or how they are worded? Should the standards be refined? Are the standards too soft-edged?

Trial Problems

- Do compound standards ie: when a standard covers more than one feature present a problem for auditing? Does auditing compliance with any given standard require a flexible aggregate of those separate features or does it require separate judgements? Was this just a problem for the trial design?
- Do the standards need descriptors to help unpack them?

Trial Problems

The Design Process

- Is there equity across TLOs? Are some easier to meet than others?
- How many thresholds should each institution pass to get accreditation?
- How should each assessment be measured? On a sliding scale? On a binary scale?
- Some assessments that appear to meet the standards via matching the learning outcomes actually don't meet the standards when it comes to the crunch. Mapping exercise not really successful.

Trial problems

The trial highlighted issues of pedagogy

- Are we passing students who really should have failed?
- Are we adequately preparing students in the first two years to undertake third year work at an appropriate level that meets the standards.

Revised audit process

- A full curriculum needs to be designed around the standards.
- Assessment submitted for audit must be designed to meet all the standards
- A marking rubric set on a template is the easiest way to ensure all staff and students know what is required.

Revised Audit Process

- Suggest the chosen assessment be set to assess all the standards at once.
- The easiest way to do this is in a major research essay and a reflective exercise (but other assessment package may also meet these requirements).

Revised Audit Process

- The trial operated on a sliding scale but **suggest that a binary scale is better. Programs either 'meet the standards' – all of them – or they 'don't yet meet the standards'.**

Revised Audit Process

- There were issues with making sure papers were anonymous and that they were received on time and were suitable assignments for audit. **So there is some degree of administrative preparedness needed for accreditation eg: assessment capture and collection, removing names, uploading to a repository for the audit to take place etc**
- **Suggest a portfolio approach to student work**

Revised Audit Process

- The accreditation process through the AHA should then operate in all History programs with:
 1. Full knowledge and application of the standards
 2. Full curriculum of the major must be revised in the light of the standards environment
 3. Assessment must be linked to the standards
 4. Rubric for auditing available to all staff and students
 5. Institutional commitment to manage the process
 6. What constitutes a pass? Some mechanism to allow for difference of professional judgement (double blind review) eg: 2/3 reviewers pass each TLO in each assessment