

Session 1

Introduction,
History's Standards and
the Landscape



Delegates

ACU La Trobe Sydney Adelaide Macquarie UNE ADFA Melbourne **UNSW** Monash Avondale Wollongong COU Murdoch USQ CSU Newcastle **UWA** Deakin **UWS** Notre Dame **ECU** Queensland Victoria

Griffith Southern Cross



Apologies

Flinders

James Cook

Tasmania

Marilyn Lake (President - AHA)



Speed Networking 15 Minutes



Regarding your attendance ...

- I was ready willing and able to attend
- I was dragooned! Why am I here?
- A little from Option 1 and little from Option 2



How well do you understand the *Quality* Assurance landscape in the Australian Tertiary Education Sector?

- i. I have a deep understanding
- I have a limited understanding
- 3. I have no understanding



The 'Education Revolution', Quality and Reform in Higher Education

Australian Universities Quality Assurance Agency (AUQA) Reviews, 2003

Australian Government, Review of Higher Education (Bradley Report), 2008

AUQA, Setting and Monitoring Academic Standards for Higher Education, 2009

Australian Government, Transforming Australia's Higher Education System, 2009



International Trends

Quality Assurance Agency for Higher Education (UK), 2002 Spellings Inquiry (USA), 2006

European Association for Quality Assurance in Higher Education, Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005

Bologna Declaration and Process, 2007

OECD – Assessing Higher Education Learning Outcomes Project (AHELO), 2009

Rise in the Scholarship of Teaching and Learning (SOTL) est ISSOTL, 2004



Hargreaves and Christou

Course accreditation

Self-regulatory

Implicit

Absence of focus on the discipline (subject)

Janet Hargreaves and Alexa Christou, "An Institutional Perspective on QAA Subject Benchmarking", Quality Assurance in Higher Education, 10(3), 2002, pp187-191



Bradley

Main Methods for Measuring Quality in Teaching and Learning

"Fitness for Purpose"
"Excellence and Standards"



Bradley

"Fitness for Purpose"

Specific to Institutions

Statements about quality of teaching focussed at the degree/program level

Utilitarian - what you do with the degree



Bradley

"Excellence and Standards"

Beyond the institution

Can focus on the discipline/subject where the learning is taking place

Advocated "subject benchmarking", "course-specific statements"



Bradley

"...reflecting the judgement of those who are expert in it"

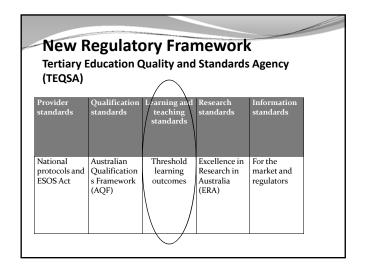


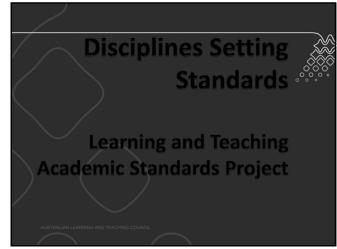
Recommendation 23, **Bradley Review**

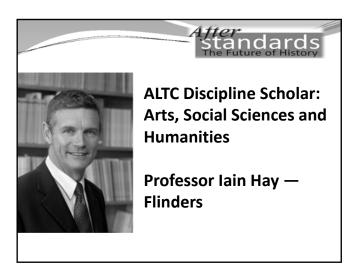
That the Australian Government commission and appropriately fund work on the development of new quality assurance arrangements for higher education as part of the new framework set out in Recommendation 19. This would involve:

- a set of indicators and instruments to directly assess and compare learning outcomes; and
- a set of formal statements of academic standards by discipline along with processes for applying those standards.

Bradley Review of Higher Education (p. 137)







Purpose of the LTAS project.

The objectives of the project:

- 1. Engage discipline communities and institutions in the standards-setting agenda
- 2.Ddefine the appropriate level of detail and specific criteria for program/degree learning outcomes on a discipline-by-discipline basis
- 3. Articulate the relationships between program/degree level threshold learning outcomes and existing professional or academic accreditation standards and express that relationship in an academic standards framework

- 4. Achieve national agreement on a set of threshold learning outcomes for the disciplines
 - 5. Create a bank of peer-reviewed resources (for inclusion in a repository) for reference by both TESQA and institutions in developing their processes further.
- 6. Produce a final report comprising six discipline components and a summary report of 'lessons learned' for future implementation.

A working definition of 'academic standards':

Academic standards are learning outcomes described in terms of discipline-specific knowledge, skills and capabilities expressed as threshold learning outcomes that a graduate of any given discipline (or program) must have achieved.

Disciplines, not institutions, 'own' and define the core (or threshold) attributes of their discipline.

History Discipline Reference Prof Iain Hay ALTC/Flinders President (or Prof Marnie Hughes-Monash Warrington nominee), peak discipline body UND (Fremantle) DASSH nominee A/Prof Deborah Gare Prof Stuart Macintyre Discipline expert Melbourne Discipline expert A/Prof Adrian Jones La Trobe Discipline expert A/Prof Sean Brawley **UNSW** Recent graduate Louise Douglas National Museum Discipline expert -Prof Alan Booth Nottingham jurisdiction outside

Helen Withnell

Australian War

Memorial

Were you supportive of the Standards process?

- Yes
- No
- Indifferent
- Was not aware of it

Alignment

Australia Relevant employer

representative

Australian Qualifications Framework National Curriculum **European Tuning** Latin American Tuning United Kingdom QAA Benchmark Statements **Dublin Descriptors**

Threshold Learning Outcomes

Upon completion of a Bachelor degree with a major in **History**, graduates will be able to:

- Knowledge
 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.

Analysis 6. Analyse historical evidence, scholarship and changing representations of the past.

Communication
7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.

Reflection8. Identify and reflect critically on the knowledge and skills developed in their study of History.

Are you happy with the final TLOs for History?

- ı. Yes
- 2. No
- 3. Ambivalent/Undecided



What next?

How might discipline-based TLOs be best used?

Quality improvement within institutions
Internal Audit, Curriculum and Assessment Renewal

Cross-institutional comparisons/benchmarking Moderation exercises Group of 8 Accreditation System Trial

As a component of external quality assurance (TEQSA)

"ALTC standard high on aspiration but lacks objectives", *Australian*, 6 April 2010

"THE AUSTRALIAN LEARNING AND TEACHING COUNCIL'S ACADEMIC STANDARDS PROJECT HAS NOT LIVED UP TO ITS NAME, PRODUCING ASPIRATIONAL STATEMENTS TOO BROAD TO SERVE AS TRUE STANDARDS, ACCORDING TO HIGHER EDUCATION COMMENTATOR RICHARD JAMES."

"RICHARD HENRY, WHO CHAIRS THE DEPUTY VICE-CHANCELLORS (ACADEMIC) GROUP FOR UNIVERSITIES AUSTRALIA, SAID HE BELIEVED TEQSA WOULD NOT ADOPT THE ALTC LEARNING OUTCOMES. HE ALSO DOUBTED THE ALTC PROJECT WOULD BE ROLLED OUT ACROSS ALL DISCIPLINES." "Pilot standard grounded", Australian, 13 April 2011

"The new Tertiary Education Quality and Standards Agency is unlikely to adopt a contentious pilot project on academic standards"

"Professor Bradley said while the agency was evaluating the ALTC results, she suspected they lacked the rigor to be applied across the sector"

"My view is that the process has been very useful for a start but that we will need more focussed outcome statements"

TEQSA Standards Discussion Paper next month

"We are trying to come to grips with some very difficult concepts and trying to suggest approaches which will lead to the possibility of making judgements about the appropriateness of learning outcomes ... We are trying to avoid approaches which will constrain innovation and diversity"

ALTC Report

In sum, this project has succeeded beyond expectations in the level of engagement of the discipline communities that has been achieved. It has earned acceptance both as a successful project and for the new quality assurance framework.

It has credibility, high national visibility and an extraordinary level of active stakeholder involvement at a senior level. This success, however, carries a risk.

Failure of the new quality assurance framework to follow through on the commitment made by the professional and academic bodies and peak industry groups will create a credibility gap. At risk is the loss of goodwill from major stakeholders which will be essential to their future involvement.

