

Not for Publication

Grants Scheme

Year 1/ Stage 1 Report - (25 January 2012)

After standards: engaging and embedding history's standards using international best practice to inform curriculum renewal PP10-1812

Lead Institution: UNSW

Partner Institution/s: UNE, UQ

Project Leader/s and contact details:

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Please refer to the document [Project Management Information](#), available on the ALTC website <http://www.altc.edu.au>, for information on completing and submitting reports.

The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

1. Progress against specified outcomes and deliverables for Year 1 / Stage 1

The Project has moved through its first two phases and is half way through the Third Phase. Phase One was the Establishment Phase, the outcome for which was the successful Priority Project Application. Phase 2 was the Workshop Phase from December 2010 to April 2011. Phase 3 is the Community of Practice Phase from May 2011 to May 2012.

Phase 2: Workshop Phase

The ultimate deliverable for Phase 2 was the successful completion of a three day national workshop which was held at the University of New South Wales from 27-29 April 2011. The aim of the workshop was to engage the discipline community in the project and to establish working parties from within the community to continue the project's work into the next Phase. The success indicators for this phase suggest the Workshop was successful in achieving these goals. The markers of success for Phase 2 were as follows:

- a. A high participation rate from the relevant institutions (over 75%)
- b. The establishment of the Community of Practice
- c. Positive feedback as provided by a participant evaluation instrument completed at the end of the workshop and any other sources
- d. The establishment of the two working parties e. Establishment of T&L research collaborations between nominees & the international guests

With regard to these markers we achieved the following:

1. The national workshop attracted 61 delegates from 25 institutions. This met our success marker of attendance by more than 75% of institutions with a history major. Four institutions were not represented due to their not sharing the common mid-semester break and not having sufficient staff to cover an absence. One institution was not represented due to illness. We had sought to have nine international delegates but were unable to secure representation from the European Tuning Project. The Project Leader, however, did meet the History coordinator for the Project at an ALTC seminar and filmed an interview which will be used as a resource for the project.
2. The national workshop secured positive feedback. In the evaluation of the Workshop 89% of attendees found it to be "Very Useful" while 11% saw it as "Somewhat Useful".

Comments included:

Particularly useful to talk to colleagues from across Australian institutions about these common issues. Fab international guests with great attitudes. Great management, Sean.

Thank you for organising this event, which was the first opportunity I've had, in a 15-year academic career, to discuss in a formal setting such an essential element of my own working life. It should become a more frequent occurrence, for both ourselves and for the benefit of the students we teach.

I have to admit I was sceptical about how useful or productive this conf was going to be, but I was totally wrong - it was extremely productive and exciting - the beginning of what is hopefully a much longer and more involved conversation.

In the wake of the conference the project leader also received a number of positive emails, including some from the International Guests who helped facilitate the Workshop:

I did not know what to expect but its easy to say the conference exceeded all expectations. Thank you for taking such good care of us ... I hope people will let you know what the conference meant to them. It's an incredible effort you put out and, apart from standards (who knows where that is going) there seemed to be a lot of learning going on. And the new friendships and connections are invaluable.

Further, since the Workshop the project leader has been invited to follow up the achievements made in April by visiting two institutions and providing further assistance.

Markers of Success

Each Workshop of the Session was subject to evaluation and then an overall evaluation was conducted. The results of these evaluations have been posted on the Project website.

1. The two working parties on AQF 8 and 9 and Compliance were formed from nominations by delegates led by a member of the project team. The AQF group have already completed a draft document for the consideration of the discipline community and the Compliance group is completing a discussion paper. From the floor of the workshop the delegates called for a third working party on the impact of Cluster Funding/Field of Education coding on Teaching and Learning in History. This working party is chaired by a member of the discipline community who is not a member of the project team and aims to present the community with a discussion paper later in the year.
2. The international guests pitched during the workshop for Australian collaboration on a number of research projects. I have been informed by the international guests that a number of conversations have began and that these will hopefully lead to research collaborations.

Community of Practice Phase — Phase 3 — May 2011 to May 2012

The central focus of Phase 3 as set out in the original application was the successful operation and support of the Community Practice. The Markers of Success for Phase 3 are as follows:

- a. High levels of participation in synchronous and asynchronous activities
- b. Positive feedback as provided by a participant evaluation instrument completed at the end of the Phase, and any other sources
- c. The successful completion of the work of the two identified working parties (draft post-AQF 7 TLOs and a position paper on compliance for the consideration of the discipline) and any other working parties formed by the Group
- d. The completion by all participants of the survey and institutional reports
- e. Positive external review and successful address of any issues raised therein
- f. Completion of the interim report.

This Phase is still four months from completion but already has a number of outputs and achievements that speak to the markers of success. Further, there have been a number of developments produced by the project that have enhanced its work and outcomes. A preliminary evaluation against the markers of success observes the following:

a. High levels of participation in synchronous and asynchronous activities

There have been a number of major developments during this Phase that have had a most positive impact on the project. First and most notably in the wake of the Project briefing to the Australian Historical Association Executive (AHA) in Launceston in July 2011, the Project Leader was invited to join the Executive of the AHA with responsibility for Teaching and Learning. This is the first time the AHA has had an executive position dedicated to the area. The appointment reflects the strong endorsement of the project by the discipline community and has opened a number of exciting possibilities. The project for example can utilise the AHA's information networks for disseminating information to the broader discipline community.

As a consequence of the AHA executive's new engagement with Teaching and Learning, the Association was able to respond to the TEQSA discussion paper '**Developing a Framework for Teaching and Learning Standards in Australian Higher Education and the Role of TEQSA**' in June 2011.

A major endorsement of the AHA's commitment has been its decision to hold a teaching and learning stream at the Adelaide national conference in July and to launch this stream with an international plenary session with invited international speakers in collaboration with the After Standards project.

Members of the project team have been involved in a number of informal and formal consultations with colleagues in institutions that participated in the workshop. As well as corresponding, on site consultations around teaching and learning with members of the project team have taken place with historians at Macquarie University (July) and Melbourne University (November). Upcoming consultations include Monash University (February) and the University of Newcastle (February).

Further, and most encouragingly, attendees of the national workshop in April 2011 have established their own connections to explore possibilities. For example, the University of New England, University of Southern Queensland and Southern Cross University have been exploring a number of possibilities around curriculum development.

The collaborative website (www.afterstandards.net) is operational. Unfortunately the platform used (*Omeka*) only gained site usage tracking functionality in December 2011 (via a Google Analytics plug-in). Consequently knowledge on site usage up until this date has relied on informal feedback. From January 2012, however, the project will be able to use this metric to gauge engagement by the discipline community.

b. Positive feedback as provided by a participant evaluation instrument completed at the end of the Phase, and any other sources

This survey will not be conducted until after the second workshop to be held in Adelaide in

July.

c. The successful completion of the work of the two identified working parties (draft post-AQF 7 TLOs and a position paper on compliance for the consideration of the discipline) and any other working parties formed by the Group

The AQF working party created, through discipline community consultation, a set of draft Threshold Learning Outcomes for AQF Level 8 (Honours). This set of TLOs was endorsed by the Executive of the Australian Historical Association (as the peak body) at its December 2011 meeting in Melbourne. A set of draft Level 9 TLOs was shown to the Executive of the AHA in December and will soon be circulated to the discipline community for comment.

The compliance group continues to work on a draft compliance model which will be trialed by the three project partner universities in 2012 as a verification system for the discipline community to be overseen by the AHA. The compliance group was assisted in this work by the ALTC Standards Network and a member of the After Standards project team attended the workshop convened by Geoff Scott and Kerri Lee Krause in August 2011 in Sydney. Further, the After Standards project officer has gained valuable assistance from this network.

The Cluster Funding/Field of Education was a working party formed by the community on the floor of the April national workshop. It continues to share information around this issue. Whether this information sharing will be considered sufficient for the community needs or that a more formal approach is required will be a decision for the working party chair and its members.

d. The completion by all participants of the survey and institutional reports

The institutional reports will be presented at the second workshop of the project to be held at the University of Adelaide in July 2012.

e. Positive external review and successful address of any issues raised therein

The project leader has been in discussions with the external reviewer and they met at the ISSOTL conference in Milwaukee in October to map out the external review process.

f. Completion of the interim report.

This report will be delayed until after the second national workshop conference in Adelaide in July.

2. Review of progress

2.1 Major achievements against schedule / project brief for Year 1 / Stage 1

Phase 2:

a. As noted, the project has enjoyed great success during this Phase. The National Workshop has created the desired momentum to continue the work of the project across the discipline community.

b. The traction the project has secured in the discipline community has been strong. The engagement of the Australian Historical Association with the project and its aims has been excellent and indicates that the AHA will take a leadership role in this area which will sustain the work of the project beyond 2012.

Phase 3

a. Two members of the project team attended the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference in Milwaukee in October 2011. They presented a paper entitled: "History and Academic Standards: A Report from the ALTC 'After Standards' Project". The talk was well attended by a number of internationally recognised T&L scholars and also the project's external reviewer.

b. In the wake of the presentation, the project leader and Dr Mary Huber from the Carnegie Foundation for the Advancement of Teaching decided to prepare a special issue of the journal *Arts and Humanities in Higher Education* (for which they are both editors) on the theme of Learning Outcomes Assessment. This will replace one of the other planned dissemination outputs.

c. As planned, the project had published in the December 2011 edition of *History Australia*, "Applying standards to tertiary-level history" (Vol 8, No 3, pp 177-194).

2.2 Lessons learnt

- (i) Our budgeting was inadequate in some areas.
- (ii) We needed to make our deadlines for information from the community firmer but at the same time appreciate that some of our information requests were difficult for busy colleagues to deliver in a timely fashion.
- (iii) Find alternative methods of providing foundational information that maintains opportunities for practical work in workshops
- (iv) Colleagues are very interested in engaging with Teaching and Learning but find it difficult to make time to engage given full teaching and research loads. Maximising the

time they do have available with meaningful and well developed information/ideas is crucial to their engagement.

(v) The Community of Practice can develop in its own independent directions that empower members and deal with issues unique to their experience/location.

(vi) The engagement with a discipline peak body (in this case the AHA) has dramatically increased the project's ability to influence the discipline.

2.3 Challenges met

Phase 2

The organisation of a workshop involving representation by all the institutional stakeholders (minus four) and eight international guests was the major challenge of this Phase. That it was achieved so successfully is a strong endorsement of the project team and the willingness of the discipline community to engage in collegial undertakings.

The project has been unquestionably hampered by the end of the ALTC and the delay in the establishment of TEQSA. The project when conceived had assumed that it would be responding to concrete plans for a national academic teaching and learning standards compliance and audit regime when the project was first conceived. The failure of government to deliver on TEQSA's creation and the doubts raised about the LTAS Academic Standards project by Denise Bradley in the *Australian* in the weeks leading up to the national workshop were not helpful. It is the opinion of the project that in at least one case an institution backed out of sending a delegate to the conference because of assumptions they had made in the light of the ALTC's demise and the public discussion of the LTAS project in the *Australian*. As a consequence we tried to turn these challenges into positives by exploring ways in which the discipline could get "in front of the game" and by showing how a number of approaches to best practice in curriculum design and in quality in teaching and learning would leave colleagues well prepared to meet whatever challenges arose. For example the workshop spent time on curriculum mapping which will be of use to colleagues regardless of what form an academic standards environment might take.

Phase 3

Given this Phase is still four months from completion it is not practicable to answer this question at this time.

2.4 Indicate if and how these challenges will impact on the outcomes, the timeline and the budget? Please specify.

The TEQSA uncertainty certainly had an impact on the project. Work planned for Year 1 could simply not be attempted because of the lack of certainty in the Sector. Its impact is most obvious in the budget carry-over from Year 1. Members of the Project team were compelled to delay work and so did not claim against some

budget lines. In some respects the project has been compelled to change as a consequence. It has become more proactive rather than reactive with regard to considering an audit/compliance environment for the discipline. This said, the budget carry over will mean we can dedicate the required time to catch-up in Year 2. Recent developments such as the recent registration of the TEQSA Threshold Standards have given some clarity to the situation though it must still be conceded that the TEQSA Learning and Teaching Standards are still evolving.

3. Formative Evaluation

Please attach copies of evaluations of events/ activities undertaken

3.1 What Formative Evaluation Processes are being used?

Phase 2

Delegates completed feedback forms for each workshop they attended and then an overall evaluation of the three days. These are contained in Appendix 1.

Phase 3

Two instruments are being designed. One for the Phase and one for the Second National Workshop. Both will be administered at the second national workshop in July.

3.2 What have you learnt from these processes thus far?

The Workshop evaluations reinforced what we had concluded were the strengths and weaknesses of the Workshop. The feedback was overwhelmingly positive. The biggest issue was that the level of background knowledge held by the applicants around the central themes of the Workshop was low and so more time than anticipated had to be spent in bringing delegates up to speed on issues and developments. The practical hand-on elements of the workshop were reduced as a consequence and colleagues expressed some disappointment that they were unable to spend more time exploring the practical components. We are attempting to explore how we can use the project website to provide more of these types of opportunities.

4. Dissemination

What dissemination activities have you undertaken?

1. The project website on the *Omeka* platform
2. Regular reports to the AHA Executive which are then circulated to members of the AHA
3. The on-site consultations at universities
4. The peer-reviewed presentation at the ISSOTL Conference in Milwaukee
5. The peer-reviewed journal article in the December 2011 edition of *History Australia*

5. Impact

Is there any evidence of the impact from your project? If yes, where and how?

Project has already had a discernible impact:

1. The AHA's embrace of the Teaching and Learning agenda through its appointment to the executive of a member with T&L responsibilities and the organisation's engagement in T&L matters in the sector
2. The AHA's endorsement of TLOs for AQF Level 8 (Honours)
3. The creation of a T&L plenary and dedicated stream at the AHA national conference in Adelaide in July 2012
4. The engagement of workshop delegates both through and beyond the project.

6. Events

Provide details of events held during the period. Events include workshops, forums or colloquiums involving participants outside of the project team.

Date/s of the event	Event title, Location (city only)	Brief description of the purpose of the event	Number of participants	Number of Higher Education institutions represented	Number of other institutions represented
27-29 April	After Standards National Workshop, Sydney	To provide a face-to-face gathering that would provide the crucial organising opportunity for the project and engage the discipline community	61	21	2

Provide details of events planned over the next six months. If you would like to publicise forthcoming events on the ALTC website please go to <http://www.altc.edu.au/submit-event>

7. International collaboration

Provide details of any international fora where the project has been represented.

Date/s of the event	Event title	Location: city and country	Brief description of participation
20-23 October	ISSOTL	Miwaukee, USA	Presentation: "History and Academic Standards: A Report from the ALTC 'After Standards' Project".

It is to be recalled that our first National Workshop in April 2011 included eight international guests who have continued their collaboration with the project.

8. Requests for approval of proposed amendments

Any proposal to significantly change the planned activities or project implementation from the original proposal, including any reallocation of budget, needs to be approved by the ALTC. Refer to Pt 10 for revisions to budget.

The project came in significantly under budget in 2011 (some \$48,996). Due to unexpected savings in airfares and in catering and venue costs for the conference, we spent only \$44,562 of our projected \$67,892 project activity budget.

We also underspent considerably in people costs, having used only \$14,879 of our projected \$23,879 for our project officer and project member buyouts to this date. Some of the latter saving was the result of underclaiming because Clark was promoted to an executive management position without teaching responsibilities and Dixon did not have teaching responsibilities in 2011. As previously noted in the June Progress Report the costing of 2 hours buyout and attendant marking was significantly under-budgeted in the original application and requires adjustment for both Year 1 and Year 2.

It is to be noted that the institutional levy has not yet been taken from the project account and neither have fees for external evaluation.

The work of the project officer was limited in 2011 because some activities had to be delayed. Proposed work around engaging with a finalized Learning and Teaching Standards Framework had to be delayed because of the delays around the establishment of TEQSA and the absence of a clear blue-print for the future. Work with individual institutions was slower than expected partly due to this issue and that project delegates at those institutions were slow to produce the data required to provide the necessary assistance. This means that the hours saved for the Project Officer in Year 1 will be acquitted in Year 2. We propose to redeploy all people costs saved in 2011 to enhance our project outputs in 2012.

With regard to the savings made with regard to the Second National Workshop scheduled for 8/9 July we seek to use some of that saving to invite two international guests to the workshop. The presence of the international guests was seen by attendees as a major plus of the 2011 workshop. Also, we also had a saving from the first workshop due to a representative from the European Tuning Project being unable to attend. Finally, the AHA has made an undertaking to the Project that if it funds two international guests to the workshop it will fund a third. This result will bolster the peak body's engagement and the project's effort to ensure its activities can be sustained from other sources moving into the future.

9. Financial statement of acquittal of funds

All costs should be ex GST. All costs to be in whole dollars

	Year 1		
	Budget	Actual	Balance
Personnel	23,879	14,796	9,083
Project Support & Project Activities (Not separated in UNSW figures)	83,702	44,553	39,149
Institutional Overhead Levy	10,758		10,758
Total	118,339	59,349	58,990

10. Revised budget for Year 2 / Stage 2

A revised budget is required if more than 10% of Year 1/Stage 1 funds are being carried forward.

All costs should be ex GST. All costs to be in whole dollars

	Year 2		
	Balance end of Year 1	Budget year 2	Balance start of Year 2
Personnel	9,083	18,823	27,906
Project Support & Project Activities (Not separated in UNSW figures)	39,149	29,960	69,109
Institutional Overhead Levy	10,758	4,878	15,636
Total	58,990	53,661	112,651

Revised budget for Year 2

	Year 2 Budget			Notes
	ALTC	Other funds	Total	
Personnel				
Project Manager (Level 6.1) (12hrs/wk * 48) @ \$46.97/hr	27,055			
Teaching relief for Brawley		27,400		
Teaching relief for Ross (see below for calculations)	8,174			Initial calculations for these items were too low and have now been worked out as per standard rates.
Teaching relief for Dixon	4,800			
Teaching relief for Clark and Ford	-			No teaching relief now required.
International Partners: Time commitment Conference 2 - 2 X 9 days (including travelling) pro-rata in A\$	6,600			Not budgeted in original proposal for second year as no international partners planned for initially.
Subtotal for Personnel	46,628	27,400	74,028	
Project Support				
External reviewer	8,000			
Consumables (postage, scanning, photocopying)	500	500		
2 X Planning flights to Sydney (Dixon @ 270, Clark @ 420)	1,380			
2 X Accommodation Sydney (Dixon & Clark 1 night each @ \$225 per night as per ATO Sydney rate 2)	900			Accommodation rates now as per ATO Sydney rate 2 which has increased amount from original proposal.
Reference Group Teleconferencing (3/year @ \$150)	450			No longer budgeted for as not used in year 1 of project.

Subtotal for Project Support	11,230	500	11,730	
Project Activities				
Conference 2 - Airfares - International Guests (averaged from advertised fares @ \$3000 * 2 people)	6,000			New budget items.
Conference 2 - Accommodation for international guests (6 nights, 2 people @ \$185/night as per ATO Adelaide rate 2)	2,220			
Conference 2 - Accommodation for one international guest (3 nights, 1 person @ \$185/night as per ATO Adelaide rate 2)	555			
Conference 2 - Food (2 days, 50 people)	3,000			
Conference 2 - Facilities (2 days, 50 people) provided by AHA	-	500		
Conference 2 - Airfares - Domestic Guests - 30 people (costs shared with home institution) @ \$400 per person	6,000	6,000		
Conference 2 - Accommodation for 25 domestic guests for 1 night @ \$171 per night as per average of ATO Adelaide rates 1 and 2	4,275			

Conference 2 - Accommodation for 6 members of project team for 6 nights @ \$171 per night as per average of ATO Adelaide rates 1 and 2	6,156			Item not originally budgeted for in initial proposal. Will ensure that project team are able to attend conference.
Conference 2 - Flights for 6 members of project team to attend, April 2012, @ average of \$400	2,400			
Conference 2 - Miscellaneous expenses - cab fares etc	2,000			
Final report	4,000			
Desktop publishing	2,000			
Subtotal for Project Activities	38,606	6,500	45,106	
Institutional Overhead Levy				
Total year one	59,349			
Total year two	96,464			
10% of total	15,581		15,581	Increased to cover levy for both years in this year.
Total	112,046	34,400	146,446	
Budget balance	605			

No cell colour	As originally proposed
	New item
	Increased from original budget
	Reduced from original budget

11. Appendices (if applicable)

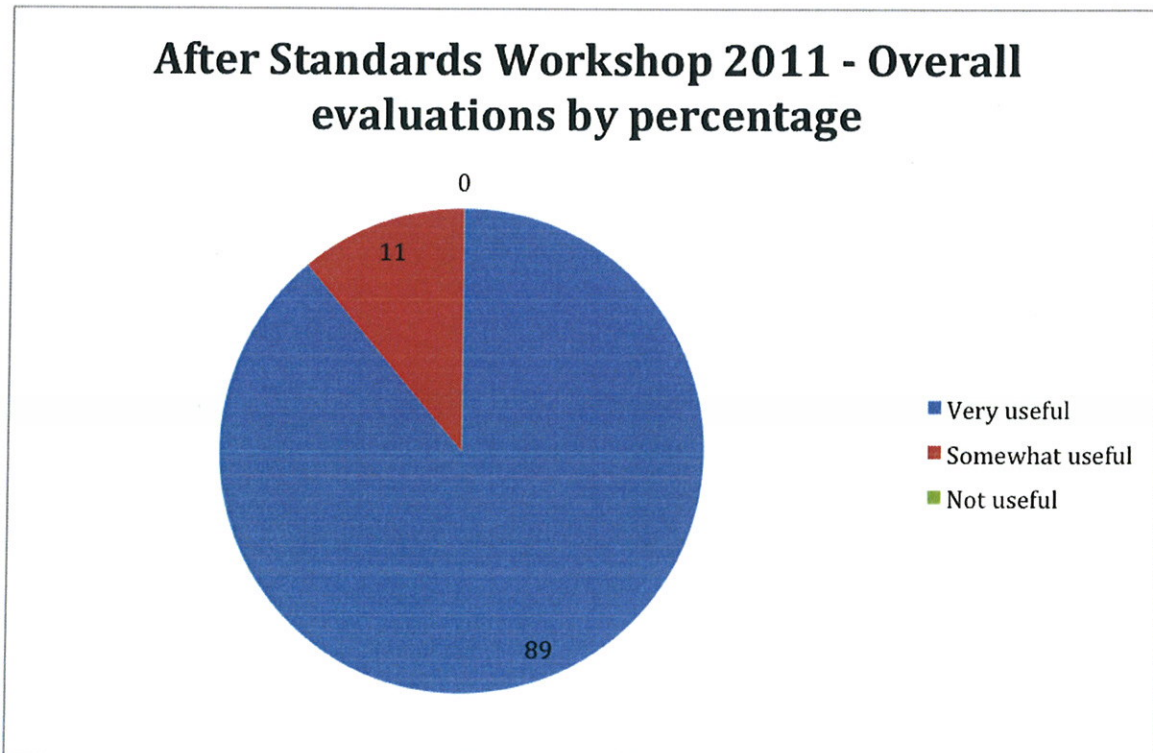
APPENDIX 1

EVALUATIONS FOR THE AFTER STANDARDS WORKSHOP

27-29 April 2011

Evaluations of the workshop overall

Evaluation	Number	Percentage
Very useful	32	89
Somewhat useful	4	11
Not useful	0	0
Total	36	100

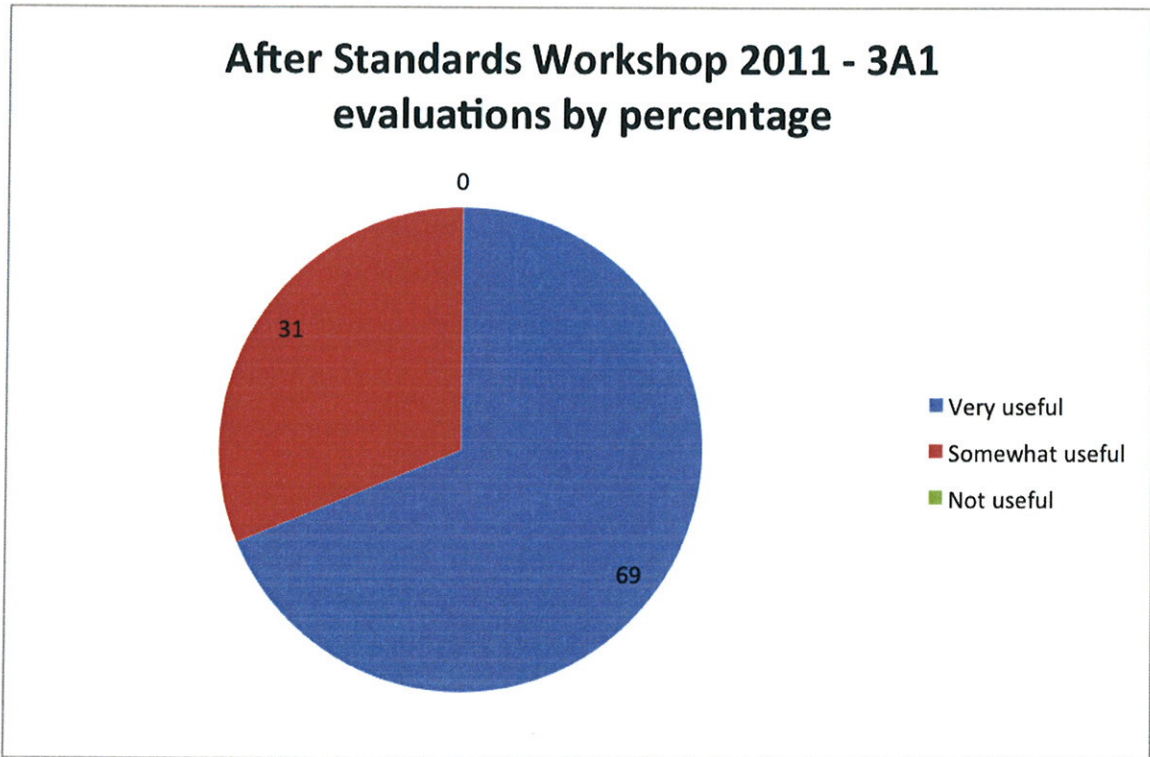


Some participants comments on workshop overall:

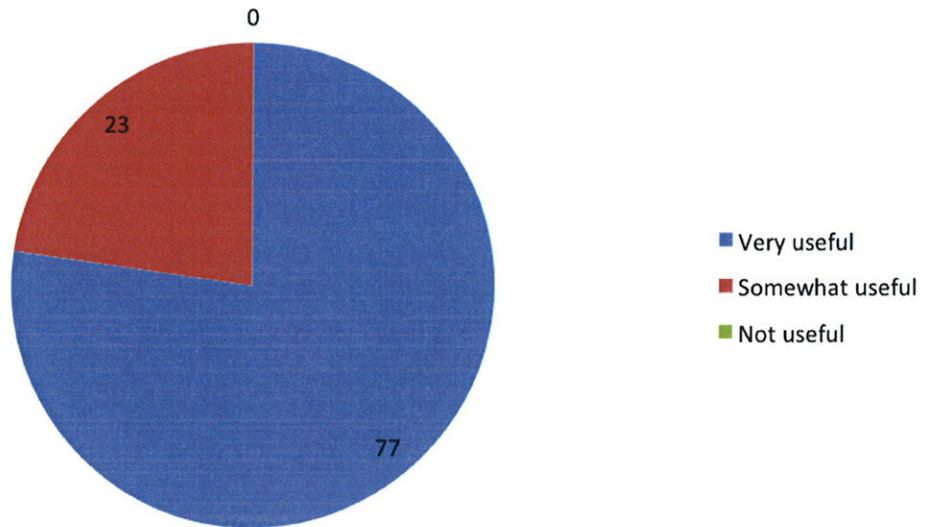
- "Excellent - being able to discuss and meet with various colleagues - learnt new things. Excellent overseas speakers."
- "A very worthwhile event. I found a group of passionate professionals and a range of great ideas applicable to every dimension of my life - curricular, pedagogic, administrative. I loved the way UNSW shared so fully their single instance of failure. The conference itself was a singular success."
- "Much fascinating and stimulating material. The sessions were excellent and all presenters were engaging. I have gained many new ideas that I will try and implement in my teaching. It was also great to have the opportunity to hear what many other historians were/are doing/thinking and working on."
- I really appreciate the well prepared and on-task presenters. Truly inspiring to spend time with colleagues talking about teaching. I also appreciated the generally optimistic view that participants took - much more productive than gloom and doom and blaming govt.
- A well focussed conference, discussing important issues. Unfortunately , I could not attend for all sessions. This is due to pressure of work - which is another leading issue in the lives of historians in Australian Universities.
- Fantastic conference. This has certainly provided me with great ideas about ways to better teach our students and closely consider their learning. As an academic feeling [unclear] tenure, I do find it hard to fully implement this when I am under pressure to research and publish. Great workshop.
- Great couple of days. Inspiring and provocative. I hope that I can maintain the momentum (and the exchanges and network born from this) when I'm back at my campus.
- This was an extremely useful conference. It provided a rare opportunity to combine discussions of our 'big picture' issues that affect our profession with detailed issues of teaching standards and innovation. It was also extremely valuable to meet and discuss these issues with colleagues from the vast majority of Australian universities.
- I have to admit I was sceptical about how useful or productive this conf was going to be, but I was totally wrong - it was extremely productive and exciting - the beginning of what is hopefully a much longer and more involved conversation. But...I do think there were too few ECRs here, and present in the conversation - as the bearers, often, of very high teaching loads - and often also our best teachers - they need to be more of a focus. Thanks.
- Thank you for organising this event, which was the first opportunity I've had, in a 15-year academic career, to discuss in a formal setting such an essential

element of my own working life. It should become a more frequent occurrence, for both ourselves and for the benefit of the students we teach.

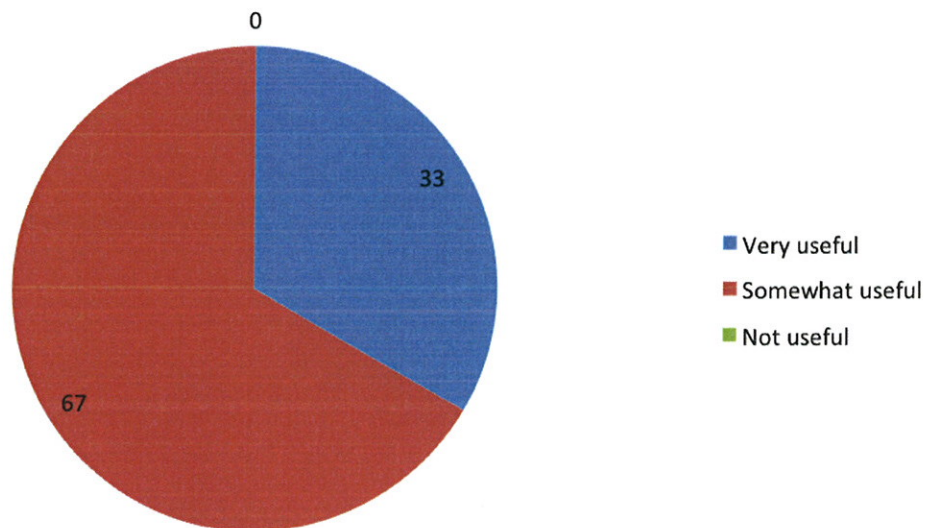
Charts for individual sessions



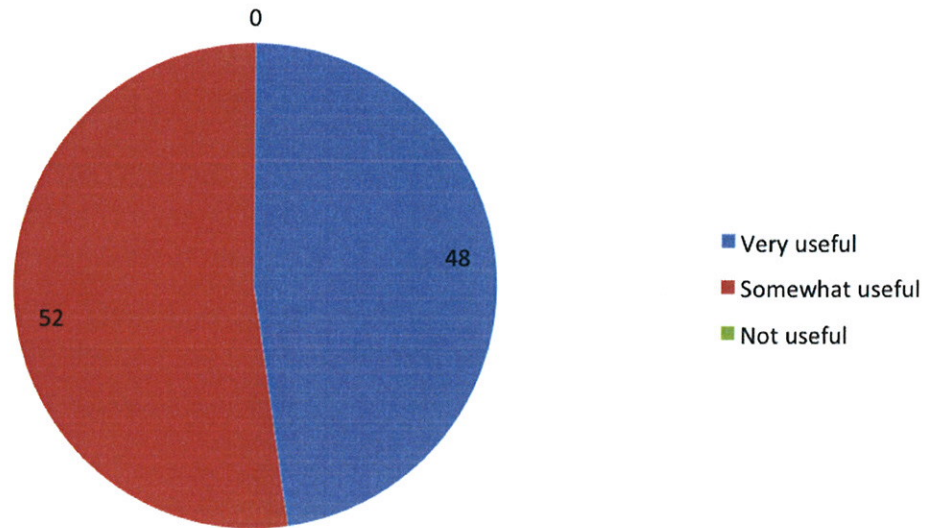
After Standards Workshop 2011 - 3B1 evaluations by percentage



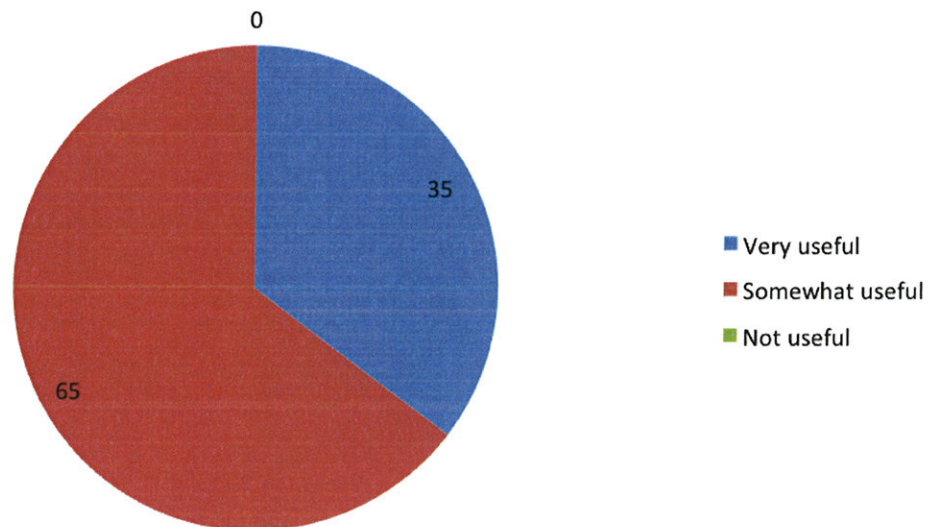
After Standards Workshop 2011 - 4A2 evaluations by percentage



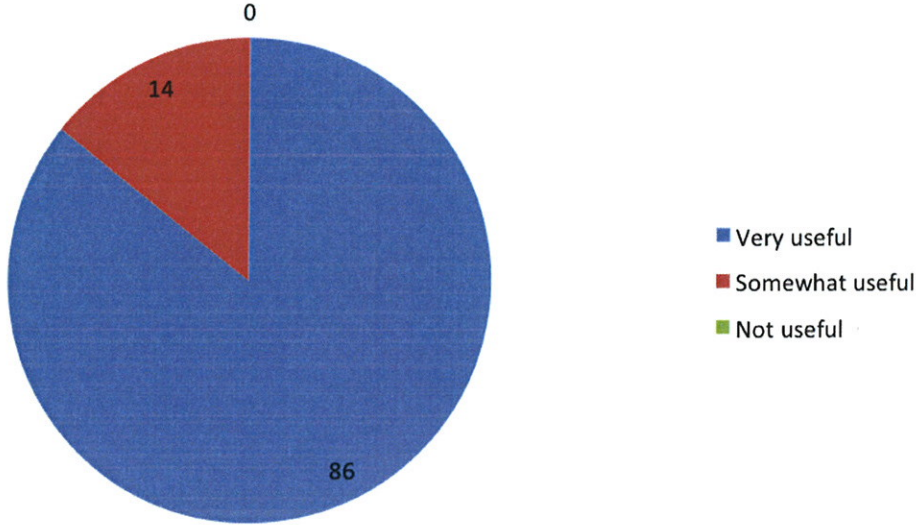
After Standards Workshop 2011 - 4B2 evaluations by percentage



After Standards Workshop 2011 - 5A3 evaluations by percentage



After Standards Workshop 2011 - 5B3 evaluations by percentage



Some participants comments on individual sessions:

- In terms of content, I found this workshop far more interesting than I thought: it gave me a very good foundation for understanding the mapping exercise (and purpose!). In terms of applicability, I am less sanguine. It strikes me that while mapping is useful in seeing how we can improve L&T, ultimately the "riching" component dominates the process. This is perhaps most clear in the capstone/portfolio issue: This strikes me as the ultimate "problem" for mapping.
- Particularly enjoyed comments regarding capstones. Portfolios, too, seemed interesting, but perhaps a little more info might have been helpful - 1st things 1st, what comprises a portfolio? Are there any universities out there doing this?
- Great ideas about what I can do. Also healing to hear most problems I face are shared by others.
- Good ideas to start me thinking. Loved the stimulating talk of other people's teaching methods.
- Great to have the chance to exchange ideas with other historians.
- If meetings like this could happen every semester where ideas are shared, teaching and learning would improve substantially.
- Group discussions best as specifics were addressed - some very exciting ideas canvassed. Thank you.
- Always surprising how much similarity in problems and breadth of interesting solutions. Useful and interesting contributions from our international colleagues.
- We are in the midst of introducing capstones and thinking through and implementing progression. This workshop shows the paths forward (and the problems!).
- There seems to be a general panic about 'workload' that in many cases is subjugating opportunities to improve. More will be accomplished by these workshops perhaps, if a few more people had a 'glass half full' approach.
- I really support much of what has been said and talked about in this session, but I think there needs to be more acknowledgement of the workload constraints and the impact of that on how we can teach, esp for ECRs.
- Actually made me think about the ways in which we assess our students. I now have 'new' strategies for assessing. However, what happens when you are at a university where the assessments are placed in units and decided by an assessments panel, not the History staff?

12. Certification

Certification by Project Leader

I certify that this is an accurate representation of the progress of the project.

Project Leader: SEAN BRAWLEY

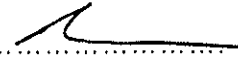
Signature:  Date: 31 JAN 12

Certification by DVC/PVC (Academic), or equivalent, or their official delegate

I acknowledge submission of the Stage 1/Year 1 Report

Full name : Professor Richard Henry AM
DEPUTY VICE-CHANCELLOR

Position: (ACADEMIC)

Signature:  Date: 3rd Feb 2012