**History Benchmark Statement**

**Summary of learning outcomes**

1. Command of a substantial body of historical knowledge
2. The ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence
3. An ability to read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films
4. An ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians
5. An appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence
6. An understanding of the varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences
7. The ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information
8. A command of comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures
9. Awareness of continuity and change over extended time spans
10. An understanding of the development of history as a discipline and the awareness of different historical methodologies
11. An ability to design, research, and present a sustained and independently-conceived piece of historical writing
12. The ability to address historical problems in depth, involving the use of contemporary sources and advanced secondary literature
13. Clarity, fluency, and coherence in written expression
14. Clarity, fluency, and coherence in oral expression
15. The ability to work collaboratively and to participate in group discussion
16. Competence in specialist skills which are necessary for some areas of historical analysis and understanding, as appropriate

QAA (2007) **History Benchmark Statement**, paragraph 7.5

**Some assessment methods**

1. Audio- and/or video-recording of workplace practices, with analytical commentary
2. Case studies
3. Computer-based assessments (not limited to multiple-choice questions)
4. Contributions to group or individual blogs, wikis, online forums, bulletin boards
5. Creating learning packages
6. Critical incident exercises
7. Direct observation of performance
8. Experimentation in the workplace, in the sense of trying out an innovation and assessing the outcomes
9. Learning logs or diaries
10. Multiple choice questions
11. Orals and interviews
12. Objective Structured Clinical/Practical Examinations (OSC/PEs)
13. Patchwork text
14. Peer assessment exercises
15. Portfolios
16. Poster sessions
17. Presentations
18. Problem-solving
19. Projects, individual and group
20. Questionnaires and surveys devised by learners
21. Reflective essays
22. Reports (may be other than in writing; for example audio or video presentations)
23. Self-assessment exercises
24. Systematic observation of workplace practices

This list is based on Brown G (2001) **Assessment: a guide for lecturers**

**Elements of good practice**

*Structure and organisation of the placement*

* To what extent do the outcomes for the work placement module derive from and relate to a) the overall outcomes of the History programme and b) the History Subject Benchmark?
* Is it clear who is responsible for finding the placement?
* How does the department assure itself that the placement is a fit and proper one?
* Are the formal requirements for the placement readily available and clearly stated?
* Is the contribution of the work placement module to students’ degree classification explicitly stated in the regulations?
* How well does the department prepare students for the placement and the assessments related to the placement?
* How effective are the support mechanisms provided for students during the placement?

*Assessment*

How appropriate are:

* + The formative and summative methods used for the assessment of the placement?
  + Do these methods assess the knowledge and skills the students are expected to develop/demonstrate in the placement?
  + The standard grading methods for the assessment of the placement?
  + The existing assignment feedback mechanisms? What other mechanisms could be used?
* How appropriate is it for the marking of assessments to be done by:
* Tutors only?
* Employers only?
* Tutors and employers?

If employers are involved in marking,

* Is it clear to them what is expected of them, both as work place mentors/supervisors and, if appropriate, assessors? For example, are they made aware of what they are marking? How they are reporting their conclusions?
* How are employers’ judgement used in arriving at the final mark for the module?
* How well are employers prepared for their role as assessors?
* How appropriate are the standard double marking and internal and external moderation mechanisms?