

Learning and Teaching
Academic Standards Project
Arts, Social Sciences and Humanities
HISTORY

Learning and Teaching
Academic Standards Statement
December 2010



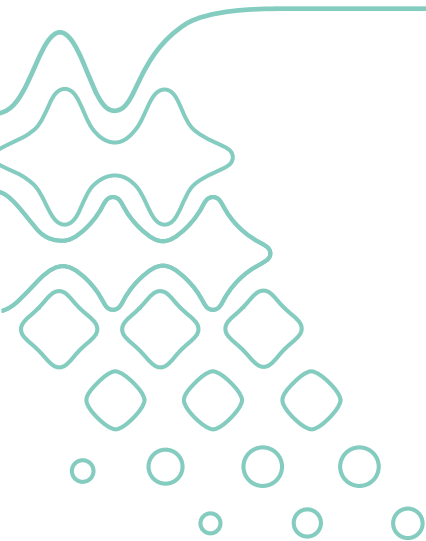
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CONTENTS

Executive Summary	01
1. Learning and Teaching Academic Standards Project Background	03
1.1 Discipline areas encompassed in the demonstration project	03
2. History in the Learning and Teaching Academic Standards Project	04
2.1 Scope	04
2.2 History and Geography as demonstration disciplines	04
2.3 Consultation and development process	05
3. Learning and Teaching Academic Standards Statement for History	08
3.1 Nature and extent of History	08
3.2 Threshold Learning Outcomes for History	09
4. Notes on Threshold Learning Outcomes for History	10
5. Appendices	12
Appendix 1: Discipline Reference Group: Terms of reference and membership	12
Appendix 2: List of formal submissions received during consultation	15
Appendix 3: Relationship of Australian standards to significant benchmarks	16
Appendix 4: Abbreviations	23



HISTORY STANDARDS

Learning and Teaching Academic Standards Project

History Academic Standards Statement

December 2010

EXECUTIVE SUMMARY

The Learning and Teaching Academic Standards (LTAS) project was established to facilitate and coordinate discipline communities' definition and implementation of academic standards.

Professor Iain Hay was appointed by the Australian Learning and Teaching Council (ALTC) as Discipline Scholar for the Arts, Social Sciences and Humanities (ASSH) and given responsibility for leading selected ASSH discipline communities through the development of academic standards. History and Geography were nominated from the ASSH Group as demonstration disciplines for this work by the Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) and separately by a national forum of education, business and government leaders convened by the ALTC in February 2010.

The Learning and Teaching Academic Standards Statement for History is intended to offer a succinct description of the nature and extent of the discipline and to distinguish the threshold, ie minimum, level of achievement that can be expected of an Australian bachelor level graduate with a major in History. The Statement also sets out careers History graduates might pursue.

Initial versions of the Statement were prepared by a small Discipline Reference Group representing professional bodies, academics and employers. This group met throughout the year, its members providing ongoing expert advice on the draft Statement, facilitating engagement with key stakeholders, and reviewing feedback to write the final Statement.

In preparing the draft Statement, the reference group drew from their own extensive and diverse disciplinary expertise and referred to relevant national and international benchmarks including the United Kingdom's Quality Assurance Agency (QAA) benchmark statements, European Tuning descriptors, Dublin descriptors, and the evolving Australian Quality Framework.

The draft Statement was completed in June 2010 and a consultation paper prepared. These documents were presented to the Heads of History programs, discussed in a panel session at the Australian Historical Association Conference in Perth in July, and then circulated widely around Australia. Professor Hay discussed the papers at 10 well-advertised public meetings across the country in August and September and as an invited guest at several conferences and events.

An independent consultant was invited to provide an educational review of the Statement.

The consultation period concluded at the end of September 2010. Feedback from the public meetings was captured and, together with the consultant's advice and 23 written submissions, was considered by the Discipline Reference Group as it wrote the final Statement. The Learning and Teaching Academic Standards Statement for History was finalised in late October. Since then the Statement has been endorsed by the following organisations: Australian Council of Professional Historians Associations, Australian Historical Association, Federation of Australian Historical Societies, and History Teachers' Association of Australia.

Work in the LTAS project has demonstrated means by which a discipline community can develop and settle upon a shared understanding of academic standards in their discipline. It has prompted peak bodies representing a range of ASSH disciplines, including Anthropology, Political Science, Population Studies, Sociology, and Theology to begin their own work to develop standards statements. The project has also sparked significant supplementary work in History, Geography and allied ASSH disciplines to examine the ways in which the standards statements might be implemented and the standards 'delivered'.

Professor Hay and the History Discipline Reference Group are grateful to all who contributed to the development of the Learning and Teaching Academic Standards Statement for History. The outcome is truly a community effort.

Project Leaders

Discipline Scholar: Professor Iain Hay

Project Officer: Ms Jill Rashleigh

1. Learning and Teaching Academic Standards Project Background

The Australian Government is developing a new Higher Education Quality and Regulatory Framework which includes the establishment of the Tertiary Education Quality and Standards Agency (TEQSA).

TEQSA will be a national body for regulation and quality assurance of tertiary education against agreed standards. In developing the standards, the Australian Government is committed to the active involvement of the academic community. The Australian Government has commissioned the ALTC to manage aspects of the Learning and Teaching Academic Standards component of the framework. The approach was designed to ensure that discipline communities would define and take responsibility for implementing academic standards within the academic traditions of collegiality, peer review, pre-eminence of disciplines and academic autonomy.

In 2010, both directly through a specific contract and indirectly through base funding of the Australian Learning and Teaching Council, the Australian Government funded a one-year demonstration project to define minimum discipline-based learning outcomes as part of the development of Learning and Teaching Academic Standards.

The project took as its starting point the award level descriptors defined in the Australian Qualifications Framework (AQF). Threshold learning outcomes (TLOs) were defined in terms of minimum discipline knowledge, discipline-specific skills and professional capabilities, including attitudes and professional values that are expected of a graduate from a specified level of program in a specified discipline area. The process took account of and involved the participation of professional bodies, accreditation bodies, employers and graduates as well as academic institutions and teachers. These representatives of the discipline communities were encouraged to take responsibility for the project and the outcomes within broad common parameters. Some disciplines extended the brief to begin consideration of the implications of implementing standards at institutional levels.

1.1 Discipline areas encompassed in the demonstration project

Broad discipline areas were defined according to Australian definitions of Field of Education from the Australian Standard Classification of Education. They correspond to the most common broad structural arrangements of faculties or aggregates of departments within Australian universities.

Eight broad discipline groups participated in 2010:

- architecture and building
- arts, social sciences and humanities
- business, management and economics
- creative and performing arts
- engineering and ICT
- health, medicine, and veterinary science
- law
- science.

Discipline Scholars were appointed to lead each discipline area. The key deliverable for each Discipline Scholar was the production of a document of minimum learning outcomes for a specified discipline at an agreed AQF level or levels. This booklet represents that outcome for this discipline.

2. History in the Learning and Teaching Academic Standards Project

2.1 Scope

This Learning and Teaching Academic Standards Statement for History is intended to cover programs of study that lead to the award of a bachelor degree – defined as Level 7 in the Australian Qualifications Framework (AQF) – with a major in the discipline of **History**. The statement does not cover other levels of qualification, eg honours degrees, masters degrees.

This statement applies to those bachelor degrees where a set of topics/courses in a particular subject area (namely History) has been designated or recognised by the higher education provider (HEP) as constituting a major. Although a major might generally be understood to comprise a sequence of subjects in a particular discipline from an introductory level through to an advanced level, this statement does not assume any specific definition of a major, in recognition of the different ways in which HEPs organise majors.

This statement does not assume any specific nomenclature for a degree within which the major is obtained. It recognises the diversity of description among providers. Common nomenclature for bachelor degrees with a major in History includes: Bachelor of Arts, Bachelor of Letters, Bachelor of Liberal Studies and Bachelor of Social Science.

This statement can be used to appraise degrees with titles other than those indicated above. It is the responsibility of the individual HEP to relate any pathway within a degree to the appropriate standards statement(s). Where History is studied as part of a joint program, double degree or double major, this statement should be applied in conjunction with the other relevant standards statement(s).

The threshold learning outcomes (TLOs) set out in these standards represent the minimum learning outcomes expected of a graduate with a major in the discipline at bachelor level.

This statement offers no direction on the suitability of any set of criteria underpinning HEP decisions relating to student admission for a particular degree program or major.

This statement offers no advice on the suitability of any set of learning and teaching activities to support students in their achievement of the national standards¹.

This statement offers no direction about the suitability of assessment activities for students to demonstrate achievement of the standards.

2.2 History and Geography as demonstration disciplines

The Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) recommended History and Geography as demonstration disciplines for this project. That recommendation was supported at the ALTC National Standards Forum held in Melbourne in February 2010. The forum was attended by senior representatives of key higher education stakeholder groups including learned academies, eg Academy of the Social Sciences in Australia, the Australian Academy of the Humanities; councils of deans; professional and accrediting bodies; and universities. In addition to supporting work on History and Geography, the forum also endorsed a focus on the development of eight to 10 learning outcomes at the bachelor degree level.

Various reasons for the selection of History and Geography as demonstration disciplines were presented by both DASSH and February forum participants. These included: (i) unambiguous location of History within ASSH faculties around Australia compared with the challenges associated with Geography's

manifold locations in different university structures; (ii) distinctive methodological and conceptual challenges associated with History and Geography; (iii) different levels of attention given to these disciplines in benchmarking processes in other jurisdictions, eg Geography has explicit benchmarks in QAA only whereas History is well-embedded in QAA, Tuning-Europe, and Tuning Latin America; and (iv) opportunity to ensure timely engagement with recent developments in national school curricula for History and Geography.

Immediately following the February forum a work plan for the year was mapped out, beginning with the need to gain support from peak History and Geography professional societies for the project. Accordingly, the Discipline Scholar requested and gained from the Presidents of the Australian Historical Association (AHA) and the Institute of Australian Geographers (IAG) their professional society's agreement to engage with the process of standards setting.

As a result of this demonstration project involving History and Geography, other disciplines within the Arts, Social Sciences and Humanities will have available to them examples of carefully considered standards and the process by which they were devised. These should offer some guidance to other disciplines as they commence the process of defining standards. Indeed, during 2010 the Discipline Scholar was able to draw from the early experiences of History and Geography to offer support to representatives from other disciplines exploring their own development of standards. These disciplines included Anthropology, Asian Studies, Criminology, Demography/Population Studies, Food Studies, Political Science, Sociology and Theology.

2.3. Consultation and development process

In consultation with DASSH and AHA, a small Discipline Reference Group (DRG) was established by the Discipline Scholar in March. This group comprised a nominee of the President of the AHA², a scholar nominated by DASSH, three discipline experts, a recent History graduate not enrolled in postgraduate work, an employer representative, and a discipline expert with substantial experience in learning and teaching standards setting in a jurisdiction other than Australia³. The DRG was intended to be small and responsive; credible to the broader disciplinary community; and as spatially and academically representative as its small size would allow. Its role was to: provide advice to the Discipline Scholar on the direction and implementation of the Learning and Teaching Academic Standards (LTAS) project; draft and/or review drafts of project-related material, including statements of threshold learning outcomes; and facilitate and support engagement with key discipline group stakeholders.

The DRG's first meeting was held in March 2010. The group identified a lead writer to write a first draft of the threshold learning outcomes (TLOs). The TLOs are intended to represent the minimum standards of achievement for bachelor degree graduates with a major in the discipline of History. The standards were drafted in alignment with the emerging Australian Qualifications Framework, which was under revision for the duration of the development process⁴. Reference was also made to other relevant benchmark statements. These included the United Kingdom's Quality Assurance Agency (QAA) benchmark statements, European Tuning descriptors, and Dublin descriptors. Consideration was also given to Australian curriculum documents for schools to ensure appropriate engagement and continuity between school and university expectations⁵.

With the consent of both the History and Geography DRGs, groups exchanged draft documents to stimulate ideas during their development. ALTC Discipline Scholars in eight discipline groups that included Creative and Performing Arts, Engineering and ICT, and Law also met formally for two-three days each month for the duration of the LTAS project to discuss and review progress. These meetings provided a useful opportunity to 'compare notes' about development and consultation processes. During April, the Discipline Scholar met in Washington DC with colleagues who have been active in QAA benchmarking and Tuning processes⁶. These meetings yielded helpful insights on consultation and development and were used as an opportunity to disseminate news of standards developments in Australia.

The first version of the History threshold learning outcomes was circulated within the DRG, reviewed, and redrafted ahead of the group's second meeting in May. In the wake of that meeting, refined versions of the draft standards statements, including material outlining the nature and extent of the discipline and graduate careers, were prepared⁷. These were presented by members of the reference group⁸ to discipline communities at a panel session during the 2010 conference of the AHA held in Fremantle, Western Australia in July as well as to the annual meeting of the Heads of History programs held in conjunction with that conference. Stakeholder attendance at the AHA conference session was supported by a small subsidy to the conference organising committee. This was to compensate the conference organisers for information session attendees not registered to attend the AHA conference.

A key objective of this demonstration project has been to ensure that relevant discipline communities have comprehensive and appropriate opportunities to engage with and participate in the standards development process. Accordingly, throughout the entire project – but particularly after the DRG had prepared draft standards – the Discipline Scholar led both an extensive campaign to disseminate information about the project and a long, well-advertised program of consultation. Drawing from advice from the DRG, details of all meetings held as part of this process were advertised nationally, and to a lesser degree internationally, through, for instance, emails targeted at key individuals and stakeholder organisations as well as through the AHA's webpage and newsletter.

Throughout August and September, stakeholders were offered the opportunity, as individuals and/or organisational representatives, to make formal responses to the draft standards statements. This lengthy consultation period was considered necessary to allow stakeholders, eg professional societies, university departments, learned academies, an opportunity to meet, discuss the standards, and develop collective responses. The formal consultation document was circulated to over 100 stakeholders on 30 July with a 30 September closing date for submissions. Copies were also sent to the vice-chancellors of all Australian universities, an initiative that proved successful in heightening the profile of the statements and stimulating responses.

Acknowledging the diverse ways in which hitherto untested standards might be interpreted by stakeholders and institutions across the country, and reflecting practices adopted in other major national education consultations in Australia, eg 2010 AQF revisions, an essentially open-ended consultation strategy was adopted. Interested parties were invited to provide their written comments on the History Standards Statement and a set of guiding, though not limiting, questions for consideration was proposed:

1. Does the Learning and Teaching Academic Standards Statement for History offer a complete and accurate representation of the nature and extent of the discipline and of graduate careers?
2. Are the threshold learning outcomes set at an appropriate level to be understood as *minimum* expectations for a bachelor graduate?
3. Can each of the eight draft threshold learning outcomes (TLOs) be measured and demonstrated to an external evaluator such as TEQSA?
4. Other than quality assurance, to what constructive ends can you see the History standards being put?
5. In what ways would you like to see the Learning and Teaching Academic Standards Statement for History used to evaluate undergraduate History programs?
6. How often, how, and by what organisation would you like to see the Learning and Teaching Academic Standards Statement for History reviewed?

These questions focused on the specific content of the Learning and Teaching Academic Standards Statement for History and some of the ways in which standards might be used and how they might be kept current.

The consultation process was supported by extensively advertised state information sessions, departmental visits, and conference presentations by the Discipline Scholar in Adelaide, Canberra (x 2),

Coolangatta, Hobart, Melbourne (x 2), Perth (x 2), and Sydney (x 2) during August and September 2010. Extensive notes were taken at each of these sessions and provided to members of the DRG.

A total of 23 submissions on the Learning and Teaching Academic Standards Statement for History were received by the end of the formal consultation period. As Appendix 2 shows, these came from a wide range of individuals and organisations, including the Australian Academy of the Humanities, the Australian Council of Professional Historians Associations, the Federation of Australian Historical Societies and RMIT University. As stated in the consultation document, and except where respondents specifically requested confidentiality, all written submissions received were made public on the ALTC website.

In addition to the broad national consultation, higher education consultant Associate Professor Janice Orrell⁹, was employed to review the draft standards Statement with a view to offering the DRG dispassionate pedagogic advice on their content.

Newsletters setting out progress on the project were also sent electronically in May, August and November to a growing number of parties. The final of these reached over 1,000 individuals and organisations. An ALTC-hosted web presence was also maintained for the duration of the project.

In October 2010, careful revisions to the draft standards were made by the Discipline Reference Group in light of advice from Associate Professor Orrell and the discipline community. The History Standards Statement was finalised in early November. Since then it has been endorsed by:

- Australian Council of Professional Historians Associations
- Australian Historical Association
- Federation of Australian Historical Societies
- History Teachers' Association of Australia.

The Learning and Teaching Academic Standards Statement for History is now available for quality assurance and to Australia's historians for an array of other uses that stakeholders have suggested might include: program design and curriculum development; discipline 'stocktaking' as a foundation for future review; benchmarking for reciprocal study abroad; promoting History to domestic and international students as well as to the wider community; and as a 'talking aid' in conversations with prospective students, parents, career counsellors, employers, politicians, professional bodies, and scholars in allied disciplines.

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1. Work towards implementation and application of the History Standards Statement has commenced with the ALTC-funded Priority Project, 'After Standards: Engaging and embedding History's Standards using international best practice to inform curriculum renewal', which is being led by Discipline Reference Group (DRG) member, Associate Professor Sean Brawley.
 2. Following her election as President of AHA in mid-2010, Professor Marilyn Lake joined the Reference Group.
 3. Full details of Discipline Reference Group membership and the group's Terms of Reference are set out at Appendix 1.
 4. Over the period of the LTAS project, three different versions of the draft AQF were released: September 2009, July 2010, and September 2010.
 5. Appendix 3 sets out the final Australian threshold learning outcomes for History against benchmarks from other jurisdictions.
 6. These colleagues included: Professor Michael Bradford, Professor Mick Healey and Mr Karl Donert. Professor Bradford is Joint Leader of Change Academy – a partnership between the Higher Education Academy and the Leadership Foundation – and a member of the original QAA benchmarking group for Geography (2000). Mr Donert is the coordinator of the large and influential Socrates Thematic network for Geography in higher education (HERODOT) and President of the European Association of Geographers. Professor Healey is former Director of the Centre for Active Learning; Director Geography Discipline Network, Senior Advisor Geography, Earth and Environmental Sciences Subject Centre, Honorary Professor University of Queensland, and a member of the original QAA benchmarking group for Geography.
 7. It is worth noting that ALTC Discipline Scholars were instructed to lead preparation of statements comprising only: (a) a brief (say two paragraph) statement setting out the nature and extent of the discipline; and (b) six-eight threshold learning outcomes.
 8. The Discipline Scholar could not attend this meeting. At the time he was leading comparable processes for Geography at the 2010 joint conference of the New Zealand Geographical Society/Institute of Australian Geographers in Christchurch, New Zealand.
 9. Associate Professor Janice Orrell was a foundation director at the Carrick Institute for Learning and Teaching in Higher Education (now ALTC) and prior to that was the Academic Coordinator at Flinders University where she supported staff and academic units in their enhancement of learning and teaching.

3. Learning and Teaching Academic Standards Statement for History

The Learning and Teaching Academic Standards Statement for History is structured as follows. The nature and extent of the discipline is described in the first section. There follows a short summary of the fields of work a bachelor-level student graduating with a major in History might be equipped for and might be expected to enter. The final section sets out a detailed description of the threshold (core/minimum) skills, knowledge and capabilities of a bachelor degree graduate with a major in History.

Between six and eight threshold learning outcomes were sought, to ensure that the threshold learning outcomes (TLOs) were neither too generic nor too specific and prescriptive of content. Efforts have been made to ensure minimal overlap across the TLOs and, as far as possible, that each is defined independently. However, it is expected that graduates will demonstrate a broad and coherent assimilation of the TLOs. Finally, it is crucial to interpret the TLOs in light of the description of the nature and extent of the discipline.

3.1. Nature and extent of History

History is the study of the past and its interpretation in the present. Historians make sense of the past using evidence from a wide range of written, oral, visual, digital and material sources. Using a range of approaches, they examine past events, processes and relationships, interpreting their origins, significance and consequences.

History is used to enrich our contemporary understanding by considering continuity and change, and by clarifying context and contingency, in societies from the earliest times to the present. Good History is forensic, able to cut through mythologies and shape understandings of a complex world. History provides a perspective on change over time that can inform current decision-making and shape policy frameworks.

Graduate Careers

Leaders in business, industry and government regularly praise the value that graduates from a liberal arts program such as History bring to their organisations. History graduates are sought for positions in management and leadership because of their skills in critical thinking, problem-solving, research and communication.

Degree-level study in History develops students' abilities to assess evidence about past events, processes and relationships, placing them in context. The study of History equips students to:

- ask relevant questions
- analyse problems and evidence
- consider different perspectives and values
- make considered judgements on complex issues
- formulate well developed arguments, and
- communicate effectively.

History prepares students for postgraduate study and professional research roles in a wide range of organisations. The study of History is also relevant to a number of careers including:

Professions based on historical qualifications:

- archives management
- curatorship and research
- heritage management
- historical tourism
- land rights claims/native title research
- museum management
- professional historical writing and consultancy
- research assistance
- teaching history in schools and universities.



Other professions often chosen by History graduates:

- arts administration
- defence forces leadership
- foreign affairs and intelligence
- law
- librarianship and information services
- journalism
- politics and public policy
- public service in government and non-Government organisations
- speech writing.

3.2. Threshold Learning Outcomes for History

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

- | | |
|----------------------|---|
| <i>Knowledge</i> | 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. |
| <i>Research</i> | 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. |
| <i>Analysis</i> | 6. Analyse historical evidence, scholarship and changing representations of the past. |
| <i>Communication</i> | 7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form. |
| <i>Reflection</i> | 8. Identify and reflect critically on the knowledge and skills developed in their study of History. |

These TLOs may be achieved through a combination of individual and collaborative work.

4. Notes on the Threshold Learning Outcomes for History

As noted in Section 3, it is crucial to interpret the threshold learning outcomes (TLOs) in light of the description of the nature and extent of the discipline. Each TLO embraces the understanding of History that is set out in the statement of the discipline's 'nature and extent'.

The notes that follow are intended to illuminate the TLOs and offer non-prescriptive guidance on their interpretation. The notes should not be perceived as a more detailed TLO in disguise; instead they are intended to help stakeholders understand the meaning of the TLOs where such explanation is appropriate. While examples are used to assist in clarifying meaning, they are indicative only and certainly not exhaustive or directive. The notes should also be regarded as *evolving*. The Discipline Reference Group's hope is that these notes will continue to be developed and elaborated upon as the TLOs are applied as part of quality assurance or other processes. In future, the notes could be accompanied by case studies and exemplars of proven pedagogic practices associated with each TLO.

TLO 1: Demonstrate an understanding of at least one period or culture of the past.

1. This TLO recognises students' specific interests within the discipline, the organisational structure of the program within which they earn their degree, and the expertise of academic staff in that program.
2. Periods of the past referred to in this TLO may be of any temporal duration. They are understood here to be intellectual constructs given meaning or coherence through particular, unifying characteristics. Examples might include, for example: Age of Enlightenment, Information Age, Middle Ages, Middle Kingdom, Paleolithic Age, and World War 2. Cultures of the past are understood here to be bounded civilizations. Examples include Western Europe, the Middle East or the Pacific.

TLO 2: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.

1. The TLO makes a place for Indigenous and other understandings of the past that include – but are not limited to – biographical, ethnographic, and gendered approaches.

TLO 3: Show how History and historians shape the present and the future.

1. This TLO recognises that 'History' is not just the past itself, but also an academic discipline whose purpose is to investigate, interpret and debate the past.
2. The TLO requires students to interpret the ongoing impact the past has on the present and future. It also demands attention to the very real influence of historians and historical debate on cultural and social issues, public and foreign policy, as well as matters such as shared identities and collective understandings of our past.

TLO 4: Identify and interpret a wide variety of secondary and primary materials.

1. Students should be able to make sense of a range of secondary and primary sources and the fluidity that can exist between them. Materials may include, but are not limited to: secondary sources such as textbooks, monographs, scholarly articles, newspapers, documentaries and statistical data; and primary sources derived from written and material artifacts and cultural productions that might include, but are not limited to, archival documents, personal writings, oral testimony, objects, maps, paintings, photography, film and music.
2. In satisfying this TLO, graduates with a major in History should have developed a range of basic skills in data retrieval, organisation and analysis. They should have the ability to use a range of electronic and/or manual research tools. In certain fields of historical inquiry these

skills may be further enhanced to reflect information literacies related to a type or specific period of study, eg the use of statistical software in Economic History or the use of palaeographic techniques in Ancient History.

TLO 5: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.

1. In the context of this TLO, 'ethical conventions' refers to the prevailing standards of the discipline, taking account of relevant regulatory mechanisms such as codes of professional ethics and institutional research ethics guidelines, as well as carefully considered, publicly defensible personal conduct.
2. This TLO implies that graduates will understand the meaning and consequences of plagiarism.
3. In satisfying this TLO students could be expected to be able to employ research techniques that include, but are not limited to, archival and textual analysis, interviews, life stories and oral histories.

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

1. Any relevant information drawn from primary or secondary sources in support of a line of argument is considered as 'evidence'. Historians generally esteem evidence, retrieving traces left behind from a past, especially traces hitherto overlooked. Evidence in historical research usually focuses on records of past representations and past habits. These are often 'texts' in the widest senses of the word: usually documents or testimonies, but also artefacts, customs and images. For example, contemporary memoirs written by Conquistadors or about Conquistadors, the arms and armour they used, the portraits of their time, the clothes of their day and their customary terms of address could all be deployed as evidence in a historical study.
2. 'Scholarship' generally refers to studies of secondary sources. It is more historiographical, meaning that it is about traditions and trends in the researching and writing about history and about historical topics. For example, the study of different standpoints and appraisals of the costs and benefits of the conquest of the New Spain constitutes 'scholarship'.

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

1. It is assumed that unless the specific requirements of a degree program or component thereof require it, the medium of communication will be English and the argument or narrative will involve appropriate use of historical terminology.
2. Appropriate forms of communication include, for example, annotated bibliographies, blogs, essays, media releases, posters, talks to peers or community members, and web pages.

TLO 8: Identify, and reflect critically on the knowledge and skills developed in their study of History.

1. This TLO implies that graduates will have the capacity to articulate key elements of their learning and its personal, vocational and/or intellectual significance.

Appendix 1: Discipline Reference Group: Terms of reference and membership

Terms of reference

The reference groups will support the implementation of the Learning and Teaching Academic Standards Project as defined in the project plan for each discipline group. Discipline reference groups will be convened by the Discipline Scholars.

The discipline reference groups will have the following terms of reference:

- to provide advice to the Discipline Scholar on the direction and implementation of the Learning and Teaching Academic Standards project
- to draft and/or review drafts of project-related material, including statements of threshold learning outcomes
- to facilitate and support engagement with key discipline group stakeholders.

Membership

- The discipline reference group will be chaired by the relevant Discipline Scholar
- Each reference group will have members nominated by the discipline community
- Members will be appointed for the duration of the project, which is until December 2010.
- The structure of the discipline reference group is:
 - *Chair*: Discipline Scholar
 - President of the discipline's principal national body (or their nominee)
 - One member drawn from either the Council of Deans of Arts, Social Sciences and Humanities (DASSH) or DASSH's Network of Associate Deans (Academic)
 - Three discipline experts (covering various parts of higher education sector such as Innovative Research Universities and Group of Eight. Discipline experts should also have some demonstrated interest in learning and teaching)
 - One discipline expert with substantial experience in learning and teaching standards setting in a jurisdiction other than Australia, eg UK QAA
 - One relevant employer representative
 - One recent graduate/postgraduate from the discipline working outside the tertiary sector.

If possible, the committee should include at least one fellow of an appropriate Australian learned academy, eg Australian Academy of Humanities, Australian Academy of Science, Australian Social Sciences Academy. To the extent that it is practicable, there should be some geographical spread of reference group membership across the country.

Meetings

Each discipline reference group will meet regularly (approximately every six weeks) for approximately one to two hours per meeting; however, the chair may call extra meetings to discuss specific matters or may call on individuals for informal advice and support.

Most meetings will be conducted by teleconference; however, face-to-face meetings at ALTC offices (Sydney) may be required on two occasions throughout the year. Other communication will be undertaken using email or teleconferencing.

The chair may invite other person/s to attend any meeting or meetings as required, to assist with the achievement of the reference group's role and responsibilities.

Meetings will be organised by the Discipline Scholar or their project officer.

For face-to-face meetings attended by members of the discipline reference group, the cost of travel, accommodation and meals will be provided on request.

History Discipline Reference Group – Membership

Members

History

Chair and Discipline Scholar **Professor Iain Hay** is ALTC Discipline Scholar for the Arts, Social Sciences and Humanities and Professor of Geography in the School of the Environment at Flinders University, South Australia. His principal research interests revolve around geographies of domination and oppression. In 2006, Iain was named Australian University Teacher of the Year and in 2008 was admitted as a Senior Fellow of the Higher Education Academy. He is currently President of the Institute of Australian Geographers.

President or nominee; peak discipline body

Professor Marnie Hughes-Warrington is Pro Vice-Chancellor (Learning and Teaching) at Monash University. Her principal research interests focus on the intersection of History, Philosophy and Media Studies. In 2008, Marnie was the joint recipient of the Prime Minister's Award for University Teacher of the Year, and recipient of the Award for Teaching Excellence in Arts and the Humanities.¹⁰

Professor Marilyn Lake¹¹ was awarded a Personal Chair in History at La Trobe University in 1994. She is a Fellow of both the Academies of Social Sciences and Humanities, of which she is also a member of Council and International Secretary. She is President of the Australian Historical Association. Professor Lake has published widely on subjects ranging from labour history to land settlement, sexuality and citizenship, gender and nationalism, feminism and the politics of anti-racism. She has a particular interest in the class, gender and racial dimensions of political history understood in both national and transnational frames of analysis.

DASSH Nominee

Associate Professor Deborah Gare is Associate Dean of Arts and Sciences at The University of Notre Dame Australia in Fremantle. An Australian historian, she has a special interest in such issues as historiography, war, empire and local histories. Deborah has previously been a Research Associate at Curtin University, Visiting Scholar at the University of British Columbia and Visiting Fellow at the University of Manchester. She is Co-Chair of the DASSH Associate Deans' Network in Learning and Teaching and is representing the Deans' Council on the ALTC Discipline Reference Group for History.

Discipline Expert

Professor Stuart Macintyre is the Ernest Scott Professor of History and a Laureate Professor of the University of Melbourne. His work spans Australian and British history, and he has a particular interest in historiography and intellectual history. He currently holds an ARC professorial fellowship for his project on post-war reconstruction. He was President of the Academy of the Social Sciences in Australia from 2006 to 2009, and is a member of the Advisory Council of the Australian Research Council.

Members

Discipline expert

History

Associate Professor Sean Brawley is Associate Professor of History and Associate Dean (Education) of Arts and Social Sciences at the University of New South Wales. Research interests include military history, sport history and Australia's Asian context. He is an ALTC Citation and an Australian College of Education Quality Teaching Award winner. He is the Australasian Director of the International Society for the Scholarship of Teaching and Learning in History, the Australian Editor of the international journal, *Arts and Humanities in Higher Education*, and a member of the DASSH Associate Dean Learning and Teaching Network National Committee.

Discipline Expert

Dr Adrian Jones OAM is Associate Professor of History at La Trobe University. He teaches Russian, Ottoman and European histories and has interests in historiography and history pedagogy. Adrian was one of two Foundation Directors of the National Centre for History Education, 2000–03, and was Chair of the History Council of Victoria, 2003–08. Adrian's contributions to teaching have been recognised by citations from the History Teachers' Association of Victoria (2007), the Vice-Chancellor, La Trobe University (2008), the Australian Learning and Teaching Committee (2008) and an Order of Australian Medal (2008). Adrian is currently writing a cultural History of a Russian-Ottoman encounter in the era of Peter the Great and Ahmed III: the Battle of the Prut, 1711.

Recent graduate

Ms Louise Douglas is General Manager, Audiences and Programs, at the National Museum of Australia. She has worked in cultural heritage management for 20 years at senior and executive management levels at both the Powerhouse Museum and the National Museum of Australia.

Discipline Expert - jurisdiction outside Australia

Professor Alan Booth is Professor of History at the University of Nottingham, England. He has written widely on the teaching and learning of history in higher education and recent developments in history pedagogy. In 2002 he was awarded a UK National Teaching Fellowship for excellence in teaching. He was Co-Director for History in the national Subject Centre for History, Classics and Archaeology from 2000–07, and in 2006–07 was a member of the Working Party for the revision of the UK History Benchmark Statement. He is the current Vice-Chair of History SOTL, the international society for the scholarship of teaching and learning in History.

Relevant employer representative

Ms Helen Withnell is Assistant Director, Head of Public Programs Branch at the Australian War Memorial, a position she has held since 1997. Amongst other areas, Public Programs Branch is responsible for military history at the memorial, which includes the writing of official history, annual history conferences, a summer scholar program and how historians contribute through exhibitions and publications to the dissemination of Australian military history.

10. Professor Hughes-Warrington was appointed to the DRG as the AHA President's nominee. She remained an active member of the group after Professor Lake's election to the role of AHA President in mid-2010.

11. Following her election as President of AHA in mid-2010, Professor Marilyn Lake joined the Discipline Reference Group.

Appendix 2: List of formal submissions received during consultation

During the two-month formal consultation process associated with the development of the Learning and Teaching Academic Standards Statement for History, formal written submissions to the draft Standards Statement were received from the individuals and organisations listed below:

- 1 Dr David Trudinger, Lecturer in History, University of the Sunshine Coast
- 2 Emeritus Professor Alan Powell, School of Creative Arts and Humanities, Charles Darwin University
- 3 History Working Party, College of Arts, University of Western Sydney
- 4 History Department, Flinders University
- 5 The Australian Historical Association
- 6 Federation of Australian Historical Societies
- 7 History Staff, University of the Sunshine Coast
- 8 Professional Historians Association of NSW
- 9 History Council of New South Wales
- 10 History Discipline, The University of New South Wales
- 11 Australian Association for the History, Philosophy and Social Studies of Science
- 12 The Australian Council of Professional Historians Associations Inc.
- 13 The Australian Academy of the Humanities
- 14 History Group at The University of Queensland
- 15 Dr Tom Stevenson, Classics and Ancient History, The University of Queensland
- 16 *Not for publication*
- 17 Discipline of History, The University of Adelaide
- 18 The University of Notre Dame, Australia
- 19 RMIT University
- 20 Department of History, The University of Sydney
- 21 University of Technology, Sydney
- 22 Dr Sarah Minslow, Grants and Awards Officer, Promoting Excellence Initiative (PEI) Coordinator, Centre for Teaching and Learning, The University of Newcastle
- 23 Associate Professor Jacquelyn Cranney, ALTC National Teaching Fellow

Appendix 3: Relationship of Australian standards to significant benchmarks

In drafting the Australian threshold learning outcome statements, reference was made to relevant national and international benchmark statements. These included the United Kingdom's Quality Assurance Agency (QAA) benchmark statements, European Tuning descriptors, Dublin descriptors and the evolving AQF¹².

Australia History Threshold Learning Outcomes	Australia Australian Qualifications Framework ¹³	Australia National Curriculum – Modern History aims ¹⁴	Europe Tuning History-Specific Competences ¹⁵
Upon completion of a bachelor degree with a major in History , graduates will be able to:	Graduates of a Bachelor Degree will have/demonstrate:		
Knowing	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. A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning. Cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas.	Knowledge and understanding of the past, as well as an appreciation of how past events and forces have contributed to the present and inform the future.	1. A critical awareness of the relationship between current events and processes and the past. 15. Awareness of and respect for points of view deriving from other national or cultural backgrounds. 16. Awareness of methods and issues of different branches of historical research (economic, social, political, gender related, etc.). 17. Awareness of the differences in historiographical outlooks in various periods and contexts. 18. Awareness of the issues and themes of present day historiographical debate. 19. Awareness of the ongoing nature of historical research and debate. 20. Detailed knowledge of one or more specific periods of the human past. 25. Knowledge of European history in a comparative perspective. 26. Knowledge of local history. 27. Knowledge of one's own national history. 28. Knowledge of the general diachronic framework of the past. 29. Knowledge of the history of European integration. 30. Knowledge of world history.

Consideration was also given to Australian national curriculum documents for schools to ensure appropriate engagement and continuity between school and university expectations. The table below sets out the Australian threshold learning outcomes for **History** against benchmarks from other jurisdictions.

Latin America Tuning History-Specific Competences ¹⁶	United Kingdom QAA - History (2007) ¹⁷	Dublin Descriptors 1st cycle degree
Qualifications that signal completion of the first cycle are awarded to students who:		
1. Understanding the social role of the historian. 2. Understanding of the fact that historical debate and research is permanently developing. 4. Knowledge of national History. 6. Critical knowledge of the relationship between current and past events and processes. 9. Knowledge of methods and problems of the different branches of historical investigations: economical, social, political, gender studies etc. 10. Knowledge of local and regional History. 14. Knowledge and respect of points of view deriving from different cultural, national and other antecedents. 15. Critical knowledge of the general diachronic framework of the past. 18. Critical knowledge of different historiographical perspectives from different period and contexts, including current debates. 19. Knowledge of universal or world History. 24. Ability to define research terms which can contribute to historiographical knowledge and debate. 25. Knowledge of the History of America.	Command of a substantial body of historical knowledge. 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. An understanding of the development of History as a discipline and the awareness of different historical methodologies. An appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. 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. Awareness of continuity and change over extended time spans. A command of comparative perspectives, which may include the ability to compare the histories of different countries, societies or cultures.	Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.

	Australia History Threshold Learning Outcomes	Australia Australian Qualifications Framework ¹³	Australia National Curriculum – Modern History aims ¹⁴	Europe Tuning History-Specific Competences ¹⁵
	Upon completion of a bachelor degree with a major in History , graduates will be able to:	Graduates of a Bachelor Degree will have/demonstrate:		
Research	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.	Cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence.	Capacity to undertake historical inquiry, including skills in independent research, evaluation of sources, synthesis of evidence and communication of findings.	2. Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline. 5. Ability to identify and utilise appropriate sources of information (bibliography, documents, oral testimony etc.) for research project. 9. Ability to read historiographical texts or original documents in one's own language; to summarise or transcribe and catalogue information as appropriate. 11. Ability to use computer and internet resources and techniques elaborating historical or related data (using statistical, cartographic methods, or creating databases, etc.). 22. Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories, e-references. 23. Knowledge of and ability to use the specific tools necessary to study documents of particular periods, eg palaeography, epigraphy.
Analysis	6. Analyse historical evidence, scholarship and changing representations of the past.	Cognitive skills to critically review, analyse, consolidate and synthesise knowledge.	Analytical thinking using historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability	

Latin AmericaTuning History-Specific Competences¹⁶**United Kingdom**QAA - History (2007)¹⁷**Dublin Descriptors**

1st cycle degree

Qualifications that signal completion of the first cycle are awarded to students who:

3. Ability to use specific techniques needed for the study of documents from particular periods, such as palaeography and epigraphy. 11. Ability to take part in interdisciplinary research work. 13. Ability to use tools to compile information, such as bibliographical catalogues, archive inventories, and electronic references. 17. Knowledge and ability to use theories, methods, and techniques from other social and human sciences. 22. Ability to transcribe, summarise, and catalogue information in appropriate forms. 23. Ability to identify and appropriately use sources of information: bibliographies, document, oral testimony etc., for historical research 5. Ability to design, organise, and develop historical research projects.	An ability to read, analyse, and reflect critically and contextually upon historical texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films. An ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians. The ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information. The ability to address historical problems in depth, involving the use of contemporary sources and advanced secondary literature. An appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.	Can apply their knowledge and understanding in a manner that indicates a professional¹⁸ approach to their work or vocation, and have competences¹⁹ typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
27. Ability to comment on, annotate, and correctly edit texts and documents in accordance with the critical norms of the discipline.	Competence in specialist skills which are necessary for some areas of historical analysis and understanding, as appropriate.	Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.

Australia

History Threshold
Learning Outcomes

Australia

Australian Qualifications
Framework¹³

Australia

National Curriculum –
Modern History aims¹⁴

Europe

Tuning History-Specific
Competences¹⁵

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

Graduates of a
Bachelor Degree will
have/demonstrate:

Communication

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

Communication skills to
present a clear, coherent
and independent
exposition of knowledge
and ideas.

4. Ability to communicate orally in one's own language using the terminology and techniques accepted in the historiographical profession.
6. Ability to give narrative form to research results according to the canons of the discipline.
8. Ability to organise complex historical information in coherent form.
12. Ability to write in one's own language using correctly the various types of historiographical writing.

Reflection

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

Graduates of a bachelor degree will demonstrate the application of knowledge and skills with responsibility and accountability for their own learning and professional practice and in collaboration with others within broad parameters.

Latin America
Tuning History-Specific Competences¹⁶

United Kingdom
QAA - History (2007)¹⁷

Dublin Descriptors
1st cycle degree

Qualifications that signal completion of the first cycle are awarded to students who:

7. Ability to manage information and communications technology so as to be able to produce historical facts, or facts related with History (for example, statistical or cartographical methods, databases etc.).

20. Ability to communicate and argue orally and in written form in the native language of the relevant country, in accordance with usual terminology and techniques of the profession.

26. Ability to coherently organise complex historical information.

An ability to design, research, and present a sustained and independently-conceived piece of historical writing.

Clarity, fluency and coherence in written expression.

Clarity, fluency and coherence in oral expression.

An ability to design, research and present a sustained and independently-conceived piece of historical writing.

Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

12. Over the course of the LTAS project, three different consultation versions of the AQF were circulated nationally: September 2009, July 2010, and September 2010. At the time this Standards Statement was being finalised and endorsed, the September 2010 version referred to was pending MCTEE approval (granted 19 November 2010). Competences for Tuning USA were being developed at the time of writing. It is unknown whether History will be one of the areas included in this Lumina-funded project.
13. The following AQF qualification type descriptors are not embraced explicitly in the Australian standards: Graduates with a bachelor degree will demonstrate the application of knowledge and skills: with initiative and judgement in planning, problem-solving and decision-making in professional practice and scholarship; to adapt knowledge and skills in diverse contexts.
14. The following Australian National Curriculum aim is not taken up in the Australian standards: Capacity and willingness to be active and informed citizens with the skills to participate in social and political debates.
15. The following Tuning Europe competences are not embraced in the Australian standards: 3. Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession; 10. Ability to read historiographical texts or original documents in other languages; to summarise or transcribe and catalogue information as appropriate; 13. Ability to write in other languages using correctly the various types of historiographical writing; 14. Awareness of and ability to use tools of other human sciences, eg literary criticism, and History of language, art History, archaeology, anthropology, law, sociology, philosophy etc.; 21. Knowledge of ancient languages; and 24. Knowledge of didactics of History.
16. The following Tuning Latin America competences are not embraced in the Australian standards: 8. Ability to read historiographical texts and documents in another language; 12. Ability to recognise, contribute to, and participate in socio-cultural community activities; 16. Knowledge of native languages, if necessary; and 21. Ability to apply historical education techniques and methods.
17. Although the QAA competence is "ability to work collaboratively and to participate in group discussion" is not embraced as one of the outcomes listed in the Australian standards, it is noted that each of the eight Australian standards will usually be achieved through a combination of Individual and collaborative work.
18. The word 'professional' is used in the Dublin descriptors "in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions". (Joint Quality Initiative informal group 2004, 'Shared "Dublin" descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards', 18 October 2004. Available: <www.uni-due.de/imperia/md/content/bologna/dublin_descriptors.pdf>)
19. The word 'competence' is used in the Dublin descriptors in "its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment" (Joint Quality Initiative informal group 2004, 'Shared "Dublin" descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards', 18 October 2004. Available: <www.uni-due.de/imperia/md/content/bologna/dublin_descriptors.pdf>)

Appendix 4: Abbreviations

AHA	Australian Historical Association
ALTC	Australian Learning and Teaching Council
AQF	Australian Qualifications Framework
ASSH	Arts, Social Sciences and Humanities
DASSH	Australasian Council of Deans of Arts, Social Sciences and Humanities
DEEWR	Department of Employment, Education and Workplace Relations
DRG	Discipline Reference Group
DS	Discipline Scholar
ERA	Excellence in Research for Australia
GIS	Geographical Information Systems
IAG	Institute of Australian Geographers
IBG	Institute of British Geographers
LTAS	Learning and Teaching Academic Standards
MCTEE	Ministerial Council for Tertiary Education and Employment
SOTL	Scholarship of Teaching and Learning
TEQSA	Tertiary Education Quality and Standards Agency (Australia)
TLO	Threshold Learning Outcome
QAA	Quality Assurance Agency (UK)

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