

Action Plan arising out of last phase of the conference on progression and assessment held at the IHR on 25 October 2006

It was felt best to summarise a number of themes coming out of the conference by reference to advice to the different bodies who had so successfully come together to mount the event.

The Institute of Historical Research and its Director David Bates were thanked for acting as host to this and a number of other valuable 'education' conferences over the past few years and asked to maintain that role. In response, David Bates alerted conference delegates to the impending conference on 'Why History Matters' scheduled for February 2007. Professor Bates also offered the use of the IHR website to promote other events and carry material promoting best practice in History teaching.

The Directors of the Subject Centre for History, Classics and Archaeology were requested to conduct some kind of survey of current History assessment practice in HE, possibly to mount a conference on 'best practice', consider a workshop for new external examiners, and to invite representatives from secondary schools and commercial examination boards to some of these events to ensure cross-fertilization of ideas. They might also consider how best to publicise recent initiatives captured through the national awards for History teaching, notably with regard to e-learning and student volunteer schemes aimed at working with secondary schools.

The Royal Historical Society was commended for its recent work with examination boards and QCA in developing new 'A' and 'AS' History criteria and for defending the place of the personal study in coursework. The RHS was requested to develop this role in defence of a broad History constituency, maintain its links with examination boards, consider joining with the Historical Association in 'badging'/ accrediting short courses (Continuous Professional Development) for secondary teachers and those in FE/HE, while also monitoring European developments regarding the Bologna Agreement.

The Historical Association was encouraged to continue with its plans to promote some form of 'Chartered Teacher' membership, thereby giving proper recognition to the importance of pedagogy. It was likewise encouraged to continue its long tradition of support for primary and secondary school History teachers, possibly by linking with the RHS in oversight of new CPD initiatives – the joint badging of which might carry more weight with school heads. The President of the HA offered the use of the HA website to help to publicise work and funding opportunities

History UK representatives were asked to continue their valuable work in spreading good practice in HE, possibly linking with the Subject Centre regarding surveys of its members and promotion of workshops for external examiners.

Funding was seen as critical to the success of much of the above and ideas from delegates ranged from tapping into the work of existing National Teaching Fellows, possible use of University Higher Education Innovation Funds, and alliances with specialist schools and the Prince of Wales Trust. On which positive note the conference concluded.

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