

Nottingham Trent University Course Specification

Basic Course Information

1. **Awarding Institution:** Nottingham Trent University
2. **School/Campus:** Arts and Humanities / Clifton Campus
3. **Final Award, Course Title and Modes of Study:** BA (Hons) History; FT and PT
4. **Normal Duration:** 3 years
5. **UCAS Code:** V100

6. Overview and general educational aims of the course

Knowledge and understanding of the past is of incalculable value both to the individual and to society. Studying History provides a distinctive education by providing a sense of the past and its separation from the present, together with an awareness of the development over time of different values, systems and societies. Degree-level study in History instils a respect for historical context and evidence, a greater awareness of the historical processes unfolding in our own time, and a deeper understanding of the varied traditions current today.

The single honours History degree at NTU explores the past in a variety of ways and with reference to the different approaches taken by historians. Periods from the medieval to the contemporary are covered at all levels of the course, in British, European and International history. The course is committed to providing a diverse and rich teaching experience, and to foster a challenging but supportive learning environment for all students. There are opportunities to develop a high level of historical knowledge and understanding, to enhance intellectual skills and digital literacies, and to acquire specialist competencies and expertise in conducting group and independent research. These are assets valued by graduate employers and key requirements of many graduate careers.

The educational aims for all students studying single honours History are:

- To provide rigorous, high-quality, coherent and attractive teaching in History that is informed and invigorated by research expertise and scholarship and alert to the benefits of student-centred learning.
- To sustain a culture of research and learning that provides you with a stimulating and challenging learning experience that promotes the free pursuit of knowledge, impartial analysis and the acquisition of informed attitudes to the study of the past.
- To maintain broad access to the degree course for students from a wide range of educational, social, and cultural backgrounds.
- To respond to the diversity of student interests by offering an appropriate level of student choice, enabling you to pursue chronologically and geographically diverse fields of study.
- To provide a common and coherent grounding through a number of core modules in historical studies coupled with the flexibility to enable you to pursue your own specific interests through a wide range of options within History.
- To develop knowledge, understanding and enthusiasm for the wide chronological, geographical and cultural range of the discipline.
- To provide an appreciation of the complexity and diversity of past conditions, events and mentalities across a range of cultures.

- To develop abilities to apply historical theories, techniques and concepts to analyse and explain specific historical periods and themes.
- To encourage innovation, creativity and enterprise, to foster flexibility, adaptability, independence, critical reasoning so that you may resolve historical problems including a major investigation of a topic of your own choice.
- To enable the development of a range of subject related, research, technical and transferable skills to provide you with the means to collect, organise, interpret and analyse and use both qualitative and quantitative primary and secondary sources.
- To encourage the presentation of argument in both written and oral form in a clear, lucid and rigorous manner.
- To enable you to engage in team working, negotiation and communication skills.
- Through study, whether in the classroom or via research and fieldwork, to foster a curiosity, sense of the past, awareness of difference, and tolerance of, and empathy with others and to create an informed concern about the world and its people.
- To develop intellectual and transferable skills, and expertise in digital literacies.
- To enhance employability and personalisation so that you meet and surpass the graduate attributes required to compete successfully in the graduate labour market.
- To provide you with the foundation for postgraduate study.

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to demonstrate:

- A1. an appreciation of the complexity of interpreting, reconstructing and representing the past, and the problematic and varied nature of historical evidence. (B)
- A2. an ability to draw reasoned, informed conclusions about the past from incomplete, ambiguous and often contradictory evidence. (B*)
- A3. an ability to interrogate, read, analyse and reflect critically and contextually upon primary sources and other contemporary evidence, including text, visual and material sources. (B)
- A4. an ability to interrogate, read, analyse and reflect critically and contextually upon secondary evidence, including historical writings, historiographical contention, and the interpretations of historians. (B)
- A5. an ability to develop and sustain historical arguments in a variety of forms, formulating appropriate questions and utilising evidence to support analysis. (B)
- A6. a command of comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures, and an awareness of continuity and change over extended time spans. (B)
- A7. an understanding of the values, ethical dimensions and relevance of historical study, presentation, writing and research. (B)
- A8. an understanding of the development of history as a discipline, and the varieties of historical theory and method applied to the understanding, constructing and interpreting of the past; and, where relevant, a knowledge of concepts and models derived from the humanities and social sciences. (B)
- A9. an ability to design, research, and present a sustained and independently conceived project or extended piece of historical writing. (B)

- A10. an ability to respond to and deliver appropriately external project and client briefs.
 A11. an appreciation of the contemporary relevance of history and heritage.
 A12. a critical understanding of a range of methods of reconstructing and representing the past for diverse audiences.

(B) QAA History Subject Benchmarking Statement 2014

Skills, qualities and attributes

By the end of the course you should be able to demonstrate:

- B1. an ability to gather and deploy evidence and data; to find, retrieve, sort and exchange new information. (B)
 B2. clarity, fluency, and coherence in written, oral, visual and digital expression. (B)
 B3. problem solving and analytical skills through the use of contemporary historical evidence and secondary literature. (B*)
 B4. an ability to undertake independent and self-directed study, and to be flexible and adaptable. (B*)
 B5. an ability to work collaboratively and to participate in group discussion. (B)
 B6. competence in IT, eLearning and digital technologies to facilitate historical study.
 B7. an ability to employ archival, bibliographic and research skills in order to locate and critically evaluate sources of information, including online materials, reflecting a critical appreciation of the range of sources for historical study. (B*)
 B8. skills in time and project management, including the ability to work productively alone and in groups.
 B9. a commitment to self-evaluation, to personal development, to reflect upon your own learning and achievements.
 B10. a commitment to plan for personal, educational and career development.

(B) QAA History Subject Benchmarking Statement 2014

8. Teaching and learning methods

Teaching methods have evolved over a number of years, and are constantly refreshed in response to academic review and student feedback. Learning is facilitated in a range of ways: most modules commence with a series of lectures that introduce key historical material and set out the principal arguments and approaches in a particular field. Seminars then provide an opportunity for students to develop these ideas further through debate and small group discussion, serving to consolidate skills such as the concise summarising of complex arguments, the ability to examine critically particular historical problems and methodological, and to draw constructively on independent reading and research. Seminars may be staff or student-led, and encourage participants to develop further their skills in oral expression and confidence in the exchange of competing views with other students and the tutor. History engages fully with 'Scale-Up' sessions, which offer practical workshop experience and dedicated acquisition and refinement of digital skills and their application to historical study. Other teaching models include group project work, field investigation, computer aided learning and independent study.

In year 1, emphasis is placed on classroom teaching to support transition into Higher Education, and to provide a broad introduction to the range and diversity of history taught at NTU. Students are introduced to the main themes and concepts of historical study and acquire familiarity with the character of the discipline. The defining features, terminology and conventions of historical study are explored, and an understanding of debates on issues of central importance in historical study and its relationships with other disciplines is developed. Here, knowledge and understanding is enhanced by the formulation and evaluation of evidence-based argument. These are important analytical tools for work within the discipline. Teaching organised around is year-long modules.

In year 2, the learning experience is enhanced by the development of advanced research skills and digital literacies, and wider consideration of the nature of history. Modules expand the range and depth of knowledge in core areas of the discipline and develop the capacity to evaluate material using a variety of critical perspectives. Research training provides a core theme of this year, as students learn the methods and skills required of historical and archival investigation, and begin work on identifying a research topic for their final year dissertation project. Year 2 is taught in two semesters. This offers students the opportunity to engage meaningfully with discipline-managed Placements and Internships in preparation for employment. All placements are embedded within the School's Employability strategy and so overseen by dedicated Employability supervisors and administrators. There is also the option to participate in the School's 'Study Abroad' scheme, which offers exchange opportunities at a growing number of overseas institutions during the second semester. The 'Study Abroad' scheme is managed by a dedicated course leader and administration team.

In year 3, reflective learning, autonomous problem resolution and independent critical judgement is nurtured. The capstone of the degree is the research-based dissertation, which sees the culmination of a learning journey underpinned by the acquisition and mastery of research skills and practices across all three years of study. A wide choice of cutting-edge, research-informed optional modules are offered, including opportunities for interdisciplinary study. Drawing on staff research expertise and scholarship, this impressive range of module choice broadens and deepens knowledge further, honing the ability to gather, assimilate and synthesise information from diverse sources, and to engage in sophisticated critical evaluation of historical texts.

History students benefit from well provisioned course and module learning rooms in NOW, which disseminate centralised guidance materials (referencing and style guides, GBA matrices, feedback, academic writing, assessment guidance, and submitting assessed work to dropboxes) and content-specific information (guided reading and seminar work, lecture slides, resource lists, and extensive supporting materials). Guided reading is a principal component of independent study, and all modules include directed learning strategies to develop and reinforce bibliographic and research skills, and to enhance library and online resources. E- and blended-learning strategies are integrated into the curriculum, as are digital skills and literacies, reflecting investment in the enhancing of the student experience.

All modules are designed to develop and articulate these skills and competencies in terms of the graduate attribute framework. To embed these facets fully, History has developed a spine of core research and skills training components, and a suite of bespoke employability and personalisation

modules that embed key practices such as reflection, aspiration, resilience, overcoming obstacles, success etc. Here, the bespoke work placement module in year 2, and the real life work project in final year, where, under the guidance of an experienced academic, students will pitch for and deliver client briefs outlined by external companies and institutions, afford practical examples of students enhancing their CVs as a result of their study. History continues to develop excellent relationship with the University's Careers and Employability Services.

Module staff hold office hours for one to one discussions with students, and can be contacted throughout the week by email or phone. Most History staff now employ enhanced online sign up facilities for students to access and book remotely their preferred office hour session (time and date). The two online booking systems used are SetMe and YouCanBookMe. Both allow a hyperlink to be embedded in tutor email signatures and NOW learning room pages to enable students to have ready and 24/7 access to the office hour booking system.

Student feedback is actively sought via the Evasys organisational survey and course evaluation software, and your comments inform future development of the module.

9. Assessment methods

History's assessment policy is flexible and provides diverse, wide-ranging and progressively more challenging approaches to assessment as you advance through your studies.

Assessment is co-ordinated between modules at course level to ensure both diversity of assignment types and the even distribution of submission dates. General criteria for assessment are published annually in the History Subject Guide and module specific criteria are published in each module learning room. These are guided by University and School statements on levels of achievement and defined for each module in relation to specific learning outcomes. You are assessed on the basis of your knowledge and understanding, discipline specific skills, intellectual skills and key skills.

A range of assessment methods ensures variety and demonstrates a diversity of achievement that is valued by employers, for example, analytical, communication, presentation, time and project management skills. All modules make appropriate use of coursework, which can include a broad range of assignment types: essays, reports, reviews, biographies, portfolios of practical work, digital literacies, group and individual presentations, notebooks and commentaries, and several feature examinations using seen or unseen papers. All assessment is marked by the module team and moderated internally, with examinations assessed anonymously. Feedback on assessed work both formative and summative, is provided through extensive annotations to your script, formative comments provided within the coversheet, and articulation of a grade matrix that shows how well each criteria has been met. Two members of staff independently mark the dissertation. All work is returned to students within a 21-day period.

History provides an assessment and feedback plan for all teaching at the start of the academic year, which sets out assignment and return of work deadlines, and plans for formative strategies to support your summative schedule. History also publishes a curriculum assessment map, which

identifies how the module learning outcomes align with those at cohort and course level. Standards and quality are assured by the course's external examiners.

History has recently audited its assessment and feedback strategy in order to maintain sector best practice, diversity and innovation in assessment planning. The following set of principles now guide the degree's assessment strategy:

Year 1: all first year modules will feature a set of four summative assignments. These are designed to address and test the range of broad core skills and practices required of first year study, and to provide the foundation of work at honours level. These include generic skills such as engaging with secondary literature and historiographical debate, working with a range of source evidence, understanding note taking and bibliographies, reviewing journal articles and published academic debates, working with gobbet extracts from primary source evidence and responding to historical documents, and learning to contextualise research and planning for essay and exam writing. Digital literacies are promoted throughout, so students do not simply produce written work, but generate a variety of non-traditional outputs that enhance their digital competencies (video presentations, digital projects, multimedia delivery, online blogs). Other elements build on specific teaching threads, such as working with heritage materials, project design and the creation of digital outputs, and employability focused exercises such as writing a position paper or briefing document, preparing a design rationale, writing blogs, being interviewed or authoring broadcast transcripts.

There is also a direct link to students' pre-arrival and induction tasks, thereby embedding reflective and transitional practices within the first weeks of teaching, and helping to contextualise the personalisation agenda employed by the subject. The range of assignments address Success for All, progression and attainment directly, as they support inclusivity by allowing students to engage with a range of written, oral, practical and digital assignment types rather than a limited diet of essay and exam. This serves to bolster student engagement by encouraging attendance at all early taught sessions. A clear set of formative exercises are set out for each module to enhance student learning and support preparation for summative work.

Year 2: the second year is semesterised, so modules here are half-year long (13 weeks). Each module has two summative points of assessment – an early, shorter piece followed by a more substantial final summative assignment. As with the portfolio at year 1, digital competencies are promoted as much as traditional written text, and use of an additional assignment aligns with the department's promotion of Success for All and inclusivity policies, allowing students a breadth of assignment types across modules. Formative plans for all modules are prepared at the start of the year and support student progress through both semesters.

Year 3: the final year of study sees a return to year-long module teaching in recognition of the specialist and interrogative nature of the research work undertaken by students at this point in their learning journey. Each module features two summative assignments – significant pieces that entail detailed and rigorous engagement with historiographical debate, substantive work with primary materials and collections, and a wealth of contextual criticism. Students also write a dissertation, the capstone to their degree that epitomises the culmination of a successful learning journey and the growth in independence, confidence and competences. The dissertation can either

be a sustained piece of historical research, derived from interrogation of primary source collections, and resulting in a written piece of work, or a self-designed and executed applied or practical endeavour that draws on the same analytical and interrogative processes as its written counterpart but is delivered as a non-traditional project output (digital, audio visual, online, portfolio, exhibition etc.). Extending the parameters of the dissertation in this way supports inclusivity and Success for All policies, and aligns explicitly with personalisation, employability, and Heritage and Public History agendas. It also distinguishes the dissertation experience from that of its competitors and makes the History degree stand out in a crowded market. The dissertation module also features the course's synoptic assignment, which reflects on academic, skills-based and personal development over the course of the degree. The synoptic exercise is especially useful in terms of emphasising student employability, as it demonstrates engagement with and success in meeting the graduate attributes for history. In addition, students can undertake the real life work project, which is designed to showcase practical and project based research excellence in response to external client briefs, and to further enhance employability. As with all years of study, an explicit formative scheme of work is established to support learning and prepare students for their assignments.

10. **Course structure and curriculum**

The course is studied over 3 years full-time. You will study a programme of modules as indicated below. These develop your knowledge, understanding and skills as a student of History.

The degree is conceptualised around five teaching 'specialisms' that allow teams of experts to deliver dedicated programmes of study in their own field of study. These are:

- Core Research Skills and Training;
- Medieval and Early Modern;
- Modern (British and International);
- Public history and Heritage;
- Employability and Personalisation.

The History degree features a spine of core research skills and practice modules that develop students' research and inquiry techniques and so serve to underpin progression and achievement across the three years of the degree. In the first year students are introduced to source evidence and the contested nature of historical argument. The second year explores the historian's craft and examines critically the theoretical and methodological foundations for the study of history. The final year dissertation is the culmination of this progression, and provides the capstone to the degree, seeing students design and manage their own historical research project.

Teaching in Medieval and Early Modern history is a strength of the course. Staff have research expertise in areas as diverse as Crusading, Gender and the Family, Society and Culture, Reformations, Heresy, Militancy, Education, War and Governance, Law and Order, Emotions, Memory and Identity. Modules cover key themes and debates from 600 until 1750, and range across Western Europe and the points of contact with its neighbours and new worlds.

Modern history is similarly a sizeable and vibrant component of the History degree. It features interdisciplinary expertise in US and African-American history, British nineteenth and twentieth century history, Far East studies

and modern European history. This has enhanced the modern curriculum and allowed truly international perspectives to be taught across the degree.

History also features expertise in Public History and Heritage practice. In year 1 students examine the value and role of history in society, questioning how the public understands the past and why the past matters. History, in its many forms and guises, is all around us - popular culture (TV, film, music), news media, magazines, museums and heritage sites – and each uses and interprets history and ideas about the past in particular ways. Second year students explore history and heritage further, discussing and investigating what can be learned from objects, museum collections, digital and visual artefacts, objects within the home, buildings, landscapes, memorials, and how each of these communicate aspects of history. In year 3 critical issues in museums and heritage are investigated, assessing the challenges that complex and changing urban environments pose for our understanding of the role of contemporary institutions, and for our relationships with the material culture of cities and the histories they represent.

History is committed to enhancing employability and personalisation for students. As such, a bespoke suite of modules is provided to embed principles of aspiration, engagement, personal reflection and high academic achievement, and to facilitate team working, digital identity and competency, and placement opportunities. This employability thread supports the enhancement of students’ professional, social and cultural capital, and facilitates interaction with employers, motivational speakers and recent alumni feature alongside discussion of the personal journeys of successful graduates.

Students on the History degree can make use of opportunities to enhance their language skills. Students may elect to replace one of their 20cp second half year elective modules with a year-long ULP module at Level 5. Also at Level 5, if they are on exchange they may elect to commence a ULP module in their first half year, conduct further accredited study in the same language while overseas, and be credited with 20cp of ULP at the end of the year (replacing 20cp of study abroad). At Level 6, students may also elect to replace one 20cp elective module with a year-long ULP module. For those desiring experience of academic study abroad, the international exchange programme allows students the opportunity to spend the second semester of year 2 at one of a range of leading universities across the globe.

All modules have a discrete set of learning outcomes, which determine student progress and attainment. These are drawn from the course learning outcomes, and are mapped across the degree for all years.

To gain the honours qualification, students need to obtain 360 credit points, that is 120 credit points per year. The final degree classification will be based on the year 2 mark (20%) and final year mark (80%). Students who do not obtain enough credit points may be eligible for one of the following awards: Certificate of Higher Education (120 credit points), Diploma of Higher Education (240 credit points) or Ordinary degree (300 credit points).

Curriculum by Year:

Year 1

Module title	Credits
HIST10117 History: Practice and Purpose	20 (core)

HIST10217	Medieval and Early Modern Worlds	40 (core)
HIST10317	Pathways through Modernity	40 (core)
HIST10417	History Matters	20 (core)

Year 2

Module title		Credits
HIST20117	The Historian's Craft	20 (core)
HIST20217	History in the Workplace	20 (core)

Plus options totalling 80 credits from the following 20 credit point optional modules:

HIST20317	The Crusades
HIST20417	The Eagle and the Snake: Conquests and Colonisations of Mexico
HIST20517	Age of Reformations
HIST20717	Land of Liberty: History of the United States, 1815-2000
HIST20820	Early Modern Emotions
HIST20917	History and Heritage in Contemporary Society
EURO20505	Europe in the World, the World in Europe

Year 3

Module title		Credits
HIST30117	Dissertation	40 (core)

Plus options totalling 80 credits from the following 20 credit point optional modules:

HIST30217	Real Life Work Project
HIST30317	Crusading Cultures and Communities
HIST30417	Early Modern Revolution and War
HIST30517	Living and Dying in Early Modern Britain
HIST30720	Britain, War and Society in the nineteenth and twentieth centuries
HIST30820	The Holocaust in History and Memory
HIST30917	The African American Experience in History and Memory
HIST31017	Representing History: Museums, Media and Global Cultures
EURO30605	Memory and Identities

Curriculum by Teaching Specialisms:

Core Research Skills and Training

HIST10117	History: Practice and Purpose
HIST20117	The Historian's Craft
HIST30117	Dissertation

Medieval and Early Modern

HIST10217	Medieval and Early Modern Worlds
HIST20317	The Crusades
HIST20417	The Eagle and the Snake: Conquests and Colonisations of Mexico
HIST20517	Age of Reformations
HIST20820	Early Modern Emotions
HIST30317	Crusading Cultures and Communities
HIST30417	Early Modern Revolution and War
HIST30517	Living and Dying in Early Modern Britain

Modern (British and International)

HIST10317	Pathways through Modernity
HIST20717	Land of Liberty: History of the United States, 1815-2000

HIST30720 Britain, War and Society in the nineteenth and twentieth centuries
 HIST30820 The Holocaust in History and Memory
 HIST30917 The African American Experience in History and Memory
 EURO30605 Memory and Identities in European Writing, Cinema and Society

Public history and Heritage

HIST10417 History Matters
 HIST20917 History and Heritage in Contemporary Society
 HIST31017 Representing History: Museums, Media and Global Cultures

Employability and Personalisation

HIST10117 History: Practice and Purpose
 HIST20217 History in the Workplace
 HIST30217 Real Life Work Project

11. Admission to the course

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

Student profile

- As a History student at NTU you will want to understand the past and the variety of approaches to it and interpretations of it. You will be interested in interpreting the past critically and thoughtfully, and applying this to an understanding of the modern world. History at NTU will encourage you to challenge, to think and explain the past and its relationship to the present.
- It will help if you have studied History before, but is not a requirement. Essentially you need an active interest in the past and in the world about you. Precision, rationality, an enquiring mind, an active imagination, all these are useful attributes of the 'ideal' student. We will work with you in developing your subject-based and transferable skills.
- We are looking for students who are keen to investigate and analyse the past, and to communicate their ideas to others. An academic environment is about sharing ideas and information, listening and questioning, negotiation and persuasion, working independently as well as in teams. You will already possess some of these skills, and we will help improve them further. We will also provide opportunities for you to develop new communication skills.
- We place value on any experience that you may have had from voluntary work, paid work and placements.

12. Support for learning

There is an extensive induction programme at the start of the first year. This gives an overview of the way the course runs and includes introductions to

the digital, IT and library resources available to students, and to the range of student support services on campus. During induction into your course you are given access to your 'History Subject Guide' and a 'Single Honours History Course Guide' which contain the essential information about the course and the support we provide for your learning. You also meet your course leader and your module tutors during induction. Induction events are also held at the start of years 2 and 3. At the beginning of the third term of each level of study there are talks on the course and on the module options available to you in the following year.

History will deliver bespoke Personal Tutor Group sessions across all three years of study. PTGs work best when they are cognisant of and in places map their content onto the skills and practices being undertaken elsewhere across core and option module delivery. For example, History has developed PTG frameworks that address and reinforce key components of the degree, such as referencing, employability, personalisation, digital frameworks, CV writing, career planning, volunteering and placements. Here, History's innovative approach in mapping skills and practices against module learning outcomes and marking matrices ensures that students are fully cognisant of the full suite of proficiencies they are developing and enhancing in their summative and formative assessment points. Familiarity with assessment and feedback is therefore a key motif in PTGs, providing focus and explanation on how the GBA matrices can be used as a key to success, as they are inherently developmental and progressive constructs, guiding student research and writing. Students are trained in PTGs to work closely with their assessment criteria and descriptors across the degree, reflecting on achievement and grade boundaries with a view to developing their learning and attainment.

History has introduced one to one meetings with students to expand student support measures. At first and second year, students have a number of one to one sessions as part of their revised PTG schedule; in final year the Course and Subject Leader meet with all finalists for a discussion about progress and achievement, employability plans, dissertation headway and pastoral issues.

Students are given access to 'Module Guides' for each of their modules. Extensive online module information, including learning materials and module news, is also provided on the university's Online Workspace (NOW). This also includes course information such as guides and documentation, assessment information and deadlines. NOW can be accessed from off-campus (<http://now.ntu.ac.uk>). There are many workstations on campus with access to IT resources available 24 hours, 7 days a week. An extensive system of IT support is in place. There is a well-equipped library, which offers extensive electronic learning resources.

Students can seek academic support from their tutors both through electronic communication and during posted office hours, which allow one to one contact with staff. Study skills are fully integrated into the year 1 curriculum but in addition the University operates a Study Skills Support process for all students, with academic support tutor who offers study skills support and advice for students available in the library. This is backed up by the University's Student Support and Wellbeing Services, which offers extensive advice and guidance on a range of issues, e.g. financial problems, dyslexia and disability and personal problems.

13. Graduate destinations/employability

All modules in the History curriculum contribute directly to employability, either through the use of innovative digital and practice-based summative and formative assessment types, the mapping of key graduate characteristics onto all learning outcomes and assessment grade matrices to contextualise the skills learned in an assignment, the use of Scale-Up and other collaborative teaching environments, or engaging students with vocational tools such as team working, project management, presentations and reflective exercises within the learning environment. Having employability, personalisation and graduate skills embedded across the curriculum allows the department to offer an enhanced suite of modules dedicated to the provision of advanced practice and vocational based opportunities. Here, students benefit from real life project and placement experiences, engage with and develop principles of aspiration, personal reflection and high academic achievement, explore their digital identity and hone their digital competencies, and feel supported in the enrichment of their professional, social and cultural capital. Interaction with employers, motivational speakers and recent alumni feature here alongside discussion of the personal journeys to provide constructive examples of how History graduates have achieved success and the steps they had to take to overcome obstacles and difficulties.

Our History graduates possess a wide variety of academic and transferable skills which provide the foundation for a successful career. As a History graduate from Nottingham Trent you will be well prepared for a wide range of careers in both the public and private sectors. History graduates have a rounded academic profile: a broader understanding of the world in which they live, and better knowledge of past societies and cultures. But in practical terms they possess many of the key skills demanded in today's world of work: research skills, the ability to work and communicate with others, to be precise in their statements, to be able to evaluate evidence, and to be able to muster and support their arguments, along with skills in problem-solving, and project management. The skills and intellectual training provided by a degree in History are valued by employers. In recent years graduates from the single honours degree at Nottingham Trent have gone on to follow careers in marketing and retail, banking, accountancy, personnel management, media and journalism, the civil service and the law, as well as in education, museums and libraries, tourism and the heritage industry. In addition, as a graduate from this course, you will be equipped with the knowledge and skills needed to engage in further study, either while at your place of employment (for professional and personal development) or at a university (for a higher degree).

To augment the expertise available within the School of Arts and Humanities, the University has a comprehensive careers service open to all students to assist in securing employment. <http://www.ntu.ac.uk/careers>

14. Course standards and quality

Course standards are monitored in a variety of ways:

- A course committee, which includes membership from undergraduate students at all levels of study, monitors student feedback about the course and individual modules
- Student evaluation of modules is sought via through module feedback questionnaires;
- You will be provided with feedback on all assessed work;
- The course has two External Examiners from other UK Universities who submit annual reports on the standards and quality of the course;
- The subject benchmarks of the Quality Assurance Agency have been incorporated into the course's learning outcomes.
- The quality of learning and teaching is regularly reviewed by the University as part of its quality assurance and enhancement processes. The latest review of courses within the School of Arts and Humanities was in December 2016.

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

There are no course specific exceptions from the University's Common Assessment Regulations.

16. Additional Information

Collaborative partner(s): None

Course referenced to Quality Assurance Agency for Higher Education (QAA)

Benchmark Statements: History

Course recognised by: N/A

Any additional information: