



## BA (Hons) English with Art History Programme Specification

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Programme Title & award	Bachelor of Arts (Honours) in English with Art History	UCAS Code	Q3V3
Programme Level	Level 6 (FHEQ)	HECoS Code	100319 100306
Relevant QAA Benchmark Statement	English Art History	Programme Code	BNCHENAF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	August 2016
Mode of Study	Full Time	Duration of Study	3 years

### PROGRAMME STRUCTURE

The degree is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are 12 weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in Art History, the minor subject, will be taught over the whole of the academic year. The courses in English, the major subject, may be taught in more concentrated periods through the year.

## STRUCTURE OF THE ENGLISH MAJOR (270 credits)

The **English** major consists of nine courses:

### FIRST YEAR (LEVEL 4)

- NCH405 Criticism (30 credits)
- NCH409 Literature 1700-1830 (30 credits)
- NCH410 Literature 1830-1900 (30 credits)

### SECOND YEAR (LEVEL 5)

- NCH504 Literary Kinds (30 credits)
- NCH508 Literature 1550-1700 (30 credits)
- NCH509 Literature 1900 to the Present (30 credits)

### THIRD YEAR (LEVEL 6)

- NCH610 North American Literature (30 credits)
- NCH612 Comparative Literature (30 credits)
- NCH630 Cultures of London (30 credits)

## STRUCTURE OF THE ART HISTORY MINOR (90 credits)

The **Art History** minor consists of three courses:

- First Year: NCH421 Introduction to Art History (30 credits)
- Second Year: NCH522 The Industry of Art: Renaissance and Baroque Patrons, Artists, Objects & Consumers (30 credits)
- Third Year: NCH624 Modern Architecture from 1851 to the present (30 credits)

## ENTRANCE REQUIREMENTS

### AGE

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's **policy**, normally turn 18 before December 31<sup>st</sup> of that academic year.

### GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, work samples, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

### SPECIFIC ENTRANCE REQUIREMENTS

English Major: None.

Art History Minor: None.

## **RECOGNITION OF PRIOR LEARNING**

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

## **AIMS OF THE PROGRAMME**

The central aim of English study is to become a more knowledgeable and penetrating interpreter of verbal art – principally verbal art originally written in English. The English programme at NCH is intended to bring rigour to a student's thinking, and advance students' powers of engagement with both literary texts and the issues with which they engage. In taking Art History as a minor you will develop methodologies for the identification and critical assessment of art objects.

## **KNOWLEDGE AND UNDERSTANDING**

The programme aims to:

- provide knowledge of literary texts written over a range of periods;
- provide knowledge of the roles of cultural context and critical traditions in shaping literary history;
- provide knowledge of the relationship between English literature, and other art forms, and literature in other languages;
- provide knowledge of the technical requirements of writing creatively in the principal forms of poetry, prose, drama and creative nonfiction;
- develop an understanding of the creative writing process, and the ability to reflect critically upon one's creative practice;
- foster an understanding of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;
- develop methodologies for the identification and critical assessment of art objects.

## **SUBJECT-SPECIFIC SKILLS**

The programme aims to:

- foster the ability to analyse different kinds of literary discourse with sensitivity, subtlety, and penetration;
- foster the ability to understand different kinds of approach to literature;
- train students to read, understand, analyse and reflect critically, empathetically and contextually on a wide range of source materials;
- train students to situate art objects within their social, historical and cultural contexts;
- introduce students to critical, theoretical and historical writings on art and train them to use these methods in their assessment and analysis of art objects.

## TRANSFERABLE SKILLS

The programme aims to:

- foster essay-writing skills;
- foster verbal presentation skills;
- foster research skills;
- develop independence of mind, self-discipline and initiative;
- foster the ability to gather, organise, and deploy evidence, knowing where to identify and retrieve such information, and how to evaluate its relevance and usefulness to the question at hand;
- develop an appreciation of the benefits of giving and receiving feedback;
- foster an ability to anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity.

## LEARNING OUTCOMES

[English (En); Art History (AH)]

### KNOWLEDGE AND UNDERSTANDING

The student will be able to:

- |          |  |
|----------|--|
| K1c (En) | command knowledge of literary texts written in English between 1550 and the present, and developments in literary conventions and styles over this period;   |
| K2c (En) | understand how literature produces and reflects cultural change and difference;  |
| K3c (En) | reflect on the relationship between literature and other art forms, and between literary criticism and other disciplines in the arts and humanities;   |
| K4c (AH) | demonstrate a systematic understanding of art historical debate and engage with the concepts and values that inform study and practice in the field of art history including an awareness of the limitations and partiality of all historical knowledge. |

### SUBJECT-SPECIFIC SKILLS

The student will be able to:

- |          |   |
|----------|---|
| S1c (En) | comprehend and develop intricate concepts with relation to verbal art;  |
| S2c (En) | present persuasive written and oral arguments about verbal art coherently;  |
| S3c (En) | understand and adjudicate between a range of interpretative methodologies, and interpretations of verbal art;                         |
| S4c (AH) | accurately analyse and situate the artefacts studied within their correct appropriate historical, intellectual and cultural contexts. |

## **TRANSFERABLE SKILLS**

The student will be able to:

- T1c (En) demonstrate advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently;
- T2c (En) analyse and critically examine diverse forms of discourse;
- T3c (En) manage their work and time effectively;
- T4c (En) complete work independently and to deadlines; organise information clearly, question assumptions, and evaluate competing arguments;
- T5c (AH) effectively communicate and critically evaluate work, working independently and in a timely fashion.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statement - see [Appendix A](#). For learning outcomes of exit awards see [Appendix B](#).



## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The English and Art History faculties make use of various teaching and learning strategies, including:

- Lectures (of an interactive nature)
- Individual tutorials (based on an assignment submitted beforehand by the student)
- Small group tutorials (typical size 2-3 students)
- Group tutorials (typical size 7 students)
- Informal discussion groups (including online discussion)
- Study visits to museums and historic buildings
- Close observation, demonstration and handling sessions
- Consolidation and revision workshops
- Examinations and examiners' reports
- Independent study and research individually and in groups

Teaching arrangements will provide a balance of direct instruction (or other form of provision of information) and the opportunity for active assimilation, questioning and debate. The focused discussion of writing lies at the heart of learning English. It is important that students are able to engage in dialogue, and develop and negotiate conclusions with others, which is a key component in the acquisition of both subject-specific and transferable skills.

Teaching takes off from central texts and problems, prompts and encourages independent reading and research, and facilitates lively, structured, discussion in individual tutorials and groups. Students receive detailed feedback on their essays, and texts are approached from new angles and in new contexts so as to enable consolidation and review of material.

The programme is designed to progress over the three years. The later courses build on each other in content and style. Students will develop a sophistication of thinking as they work through them, and their third-year English dissertation will allow them to develop this in collaboration with a supervisor.

There is no optionality between courses; however, all English courses allow students considerable freedom of choice in how they are studied, permitting individuals to identify and develop their own areas of interest.

### RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

Sample and/or past examination papers, as well as examiners' reports, are available, on Moodle, to help students understand what is expected of them.

## WIDENING PARTICIPATION

The faculty is committed to widening participation in English with Art History, both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The faculty visits a wide range of schools, hosts open English lectures, engages with mass and social media, and publishes in accessible formats. With no requirement of prior knowledge of another discipline, nor of the ability to learn Middle or Early English, foreign languages, or linguistics, the English programmes are well suited to widening participation for students from a variety of backgrounds. The emphasis on comparativism at the end of the course, however, will make it particularly hospitable to students with a native language and literature which is other than English. The individual tutorials are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles.

## RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Teaching is allocated in line with research interests and expertise, and the faculty facilitates a wide range of academic and social events in which academics and students are brought together. Examples of the latter include College plays and debates, talks by the visiting Professoriate and visiting professionals in the creative industries, and visits to restaurants, pubs, art galleries, plays, historical houses, museums, and a chateau in France.

Students are taught research and digital literacy skills in three main ways for English:

- a) At the beginning of Michaelmas Term of the first year English subject librarians at Senate House Library give the students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of English literature.
- b) Part way through the first half of Michaelmas term (once students have had some experience of writing essays, and have acquired the appetite to improve their research skills), first-year students receive, in College, both College-wide and subject-specific briefings on basic digital literacy and research skills. These briefings are given as lectures, and are reinforced by summary documentation made available on Moodle.
- c) Details of how this might be done appear in 'Learning and Teaching' sections of the Course Descriptors for: Literature 1830-1900, Literature 1550-1700, and North American Literature 1900. In addition, research skills peculiar to the writing of dissertations are taught in the lectures and tutorials for Comparative Literature

## ASSESSMENT

Assessment in English with Art History aims to test:

- breadth and depth of subject knowledge (including relevant contextual knowledge) and the demonstration of powers of textual analysis, and/or an informed ability to evaluate and reflect upon linguistic and stylistic choices;
- the management of discursive analysis and argument, including an awareness of alternative or contextualising lines of argument;

- rhetorical strategies which demonstrate the convincing deployment and evaluation of evidence;
- fluent and effective communication of ideas;
- independence of mind and originality of approach in interpretative and written practice;
- critical acumen;
- informed engagement with scholarly debates;
- the ability to express oneself fluently, clearly and coherently in oral and written contexts;
- knowledge and understanding of different periods of art history;
- the ability to recognise, describe and contextualise art objects with appropriate art historical language.

#### **ENGLISH MAJOR:**

- Examinations
- Take-home exams
- Coursework essays
- Dissertation
- Portfolio
- Presentation
- Viva

#### **ART HISTORY MINOR:**

- Coursework Essays
- Presentations
- Examinations

Appendix C is the programme structure and assessment summary.

### **ASSESSMENT REGULATIONS**

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

### **STUDENT SUPPORT**

#### **DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)**

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

### **CAREERS EDUCATION, INFORMATION AND GUIDANCE**

The College [Careers](#) Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs [LAUNCH](#), which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

### **QUALITY EVALUATION AND ENHANCEMENT**

#### **AWARD STANDARDS**

Every programme of study is developed and approved by the College's Academic Board and then validated by Solent University.

#### **REVIEW AND EVALUATION MECHANISMS**

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.

- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.).

### ABOUT THIS DOCUMENT

<b>Head of Faculty for Bachelor of Arts (Honours) in English with Art History</b>	Dr Catherine Brown
<b>Start date</b>	September 2017
<b>Date of approval</b>	August 2016
<b>Date(s) updated/amended</b>	February 2017 August 2018 May 2019

**APPENDIX A – MAP TO QAA ENGLISH SUBJECT BENCHMARK**

<b>Threshold*</b>	<b>Learning Outcomes</b>
Graduates who have studied English as a significant component of their degree will be able to demonstrate their knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above.	K1, K2, K3, S1, S3
Their knowledge will include awareness of the different ideas and values represented in and through literature and language and of how different critical and creative approaches to them are themselves productive of knowledge.	K2, S3
Graduates in English will be able to demonstrate powers of textual analysis and critical argument and will display competence in written English, and in oral expression. They will show an awareness of the affective power of language, and a self-critical approach to their own writing.	S1, S2, T1, T2
They will be able to consider views other than their own and exercise a degree of independent critical judgement in the close reading of texts.	S3, T2
They will be able to conduct research through self-formulated questions and tasks, supported by the gathering of relevant information and organised lines of enquiry, resulting in a sustained piece or pieces of work.	S1, S2, T1, T2, T3

\*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

## MAP TO QAA ART HISTORY SUBJECT BENCHMARK

	<b>Recommendation</b>	<b>Learning Outcomes</b>
<i>The benchmarking group for art history recommended that all students studying art history as part of their degree:</i>		
	Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 4.2 - 4.14 of the HAAD subject benchmark statement.	K1-4, S1-S4, T1-3
<b>Typical</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.4	a broad and comparative knowledge and understanding of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated and systematic knowledge of one or more of the above.	K1
	a knowledge and understanding of the processes through which artefacts are constructed in the cultures studied	K3
	a familiarity with some substantive areas of current research in the field addressed by the degree programme.	K4
	an ability to engage with the concepts, values and debates that inform study and research in the subject area, including an awareness of the limited and partial nature of all historical knowledge.	K2
	an understanding of the development of the subject, and of its key intellectual tools.	K2
<b>Threshold</b> Level of Achievement		
6.5	On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	a knowledge of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated knowledge of one or more of the above.	K1
	a knowledge of the processes through which artefacts are constructed.	K3
	some knowledge of current research in the field addressed by the degree programme.	K4
	some ability to engage with the concepts, values and debates that inform study and research in the subject area.	K2
	some knowledge of the development of the subject.	K2

<b>Subject-specific skills and abilities</b>		
6.6	<b>Typical</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:	
	the ability to use critical skills of visual observation, description and interpretation.	S1
	the ability to locate artefacts within appropriate historical, intellectual, cultural or institutional contexts.	S2
	the ability to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	the ability to evaluate a range of different methodologies and approaches within the subject.	S3
	the ability to produce well-structured and relevant arguments supported by visual, textual or other evidence as appropriate.	S4
	the ability to balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas.	S4
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.7	the ability to use basic skills of visual observation, description and analysis.	S1
	some ability to locate artefacts within appropriate historical, intellectual or cultural contexts.	S2
	the ability to locate evidence from primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	an awareness of a range of different methodologies and approaches within the subject.	S3
	the ability to produce relevant arguments supported by evidence.	S4
	the ability to present alternative points of view held within the subject.	S4
<b>Generic intellectual skills</b>		
6.8	<b>Typical</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	developed skills of analysis, synthesis and effective summary.	S4, T2

	critical judgement: the ability to discriminate between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience resourcefully in complex and open-ended contexts.	S4,T2
	research: the capacity for critical, effective and verifiable information retrieval and organisation relevant to a given task.	S4,T2
	open-mindedness: the ability to be open and receptive to unfamiliar artefacts, issues and ideas and to deploy these constructively; the ability to deploy productive criticism of familiar artefacts and arguments.	S1, T2
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.9	skills of analysis, synthesis and summary.	S4, T2
	critical judgement: awareness of the difference between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience to address problems.	S4,T2
	research: the ability to locate and record information relevant to a given task.	S4,T3
	open-mindedness: some ability to be receptive to unfamiliar artefacts, issues and ideas.	S1, T2
<b>Transferable skills</b>		
6.10	<b>Typical</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	the ability to communicate ideas and arguments cogently and effectively in written, spoken or other form, with appropriate use of visual aids.	T1
	the ability to listen effectively and so to learn from and participate constructively in discussion.	T2
	the ability to work constructively and productively in groups.	T2
	the ability to work diligently, to fulfil briefs and deadlines, and to take responsibility for one's own work.	T3
	the ability to make effective use of IT for research and communication.	T1
	the ability to update knowledge and skills, seek and use feedback, reflect on, and improve performance.	T3
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be		

capable of demonstrating:		
6.11	the ability to communicate adequately in written and spoken form, using visual aids where necessary.	T1
	the ability to listen effectively and to learn from discussion.	T2
	the ability to work in groups.	T3
	the ability to work to briefs and deadlines.	T3
	the ability to make effective use of IT.	T1
	some ability to use feedback to improve performance.	T3

**APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS****1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:****Knowledge and understanding**

The student will be able to:

- |     |      |  |
|-----|------|--|
| K1a | (En) | have knowledge of literary text written in English between 1700 and the present;                   |
| K2a | (En) | understand cultural change in literature;  |
| K3a | (En) | have a sense of the relationship between literature and other art forms;                           |
| K4a | (AH) | demonstrate knowledge of the underlying concepts and principles of several periods of art history. |

**Subject-specific skills**

The student will be able to:

- |     |      |  |
|-----|------|--|
| S1a | (En) | have some understanding of intricate concepts with relation to verbal art;                             |
| S2a | (En) | present arguments about verbal art;  |
| S3a | (En) | understand some of the interpretative methodologies, and interpretations of verbal art;                |
| S4a | (AH) | evaluate and interpret art objects with clarity and precision, using ordinary and specialist language. |

**Transferable skills**

The student will be able to:

- |     |      |  |
|-----|------|--|
| T1a | (En) | show some literacy and communication skills;                 |
| T2a | (En) | show some familiarity with diverse forms of discourse;       |
| T3a | (En) | manage their time;   |
| T4a | (AH) | communicate accurately evaluations and interpretations made. |

**2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:****Knowledge and understanding**

The student will be able to:

- |     |      |  |
|-----|------|--|
| K1b | (En) | show developed knowledge of literary texts written in English between 1550 and the present, and have some awareness of developments in literary conventions and styles over this period; |
| K2b | (En) | show developed understanding of how literature produces and reflects cultural change in literature;  |

K3b	(En)	identify the relationship between literature and other art forms, and have a limited awareness of the difference between literary criticism and other disciplines in the arts and humanities;
K4b	(AH)	demonstrate knowledge of several methodologies from the identification of art historical knowledge and understanding..

### **Subject-specific skills**

The student will be able to:

S1b	(En)	comprehend intricate concepts with relation to verbal art;
S2b	(En)	present written and oral arguments about verbal art coherently;
S3b	(En)	understand and distinguish between interpretative methodologies, and interpretations of verbal art;
S4b	(AH)	critically review and apply underlying concepts and principles to set art objects within their appropriate historical, intellectual, cultural contexts.

### **Transferable skills**

The student will be able to:

T1b	(En)	show more advanced literacy and communication skills with the ability to apply these in appropriate contexts, including the ability to present sustained written and oral arguments;
T2b	(En)	analyse diverse forms of discourse;
T3b	(En)	manage their time and use organisational skills;
T4b	(AH)	synthesise, analyse and summarise information to produce rational and critical conclusions.

**APPENDIX C – PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY**

Code	Course Title	Credit	Type	Mode	Assessment Weighting & Activity Type (code overleaf)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
<b>Level 4</b>										
NCH405	Criticism	30	C	CD	40%	TEx	60%	Exam		
NCH409	Literature 1830-1900	30	C	CD	100%	TEx				
NCH410	Literature 1700-1830	30	C	CD	100%	Exam				
NCH421	Introduction to Art History	30	C	CD	40%	A	60%	A		
<b>Level 5</b>										
NCH504	Literary Kinds	30	C	CD	40%	TEx	60%	Exam		
NCH508	Literature 1550 – 1700	30	C	CD	100%	Exam				
NCH509	Literature 1900 to the present	30	C	CD	100%	TEx				
NCH522	The Industry of Art: Renaissance and Baroque Patrons, Artists, Objects & Consumers	30	C	CD	40%	A	60%	A		
<b>Level 6</b>										
NCH610	North American Literature	30	C	CD	100%	Exam				
NCH630	Cultures of London	30	C	CD	30%	Oral	70%	Exam		
NCH612	Comparative Literature	30	O	CD	15%	Oral	70%	Diss	15%	Oral
NCH624	Modern Architecture	30	C	CD	40%	A	60%	A		

**Course type:** C = Core/Compulsory O = Option

**Course mode:** CD = Campus Delivery BK = Block Delivery BL = Blended Learning DL = Distance Learning and Self-Directed Learning EL = E-Learning EX = Experiential PL = Placement WB = Work Based Learning

**Assessment weighting:** AE1 = Assessment Element 1 AE2 = Assessment Element 2 AE3 = Assessment Element 3 AE4 = Assessment Element 4

Assessment activity type	Code
Written exam	Exam
Take home exam	TEx
Written assignment	A
Report	R
Dissertation	Diss
Portfolio	F
Project output (other than dissertation)	P
Oral assessment and presentation	Oral
Practical skills assessment	Pract
Set exercise	Set