



## BSc (Hons) Economics with Philosophy Programme Specification

Award and Programme Title	BSc (Hons) Economics with Philosophy	UCAS Code	Q364
Programme Level	Level 6	HECoS Code	100450 100337
Relevant QAA Benchmark Statements	Economics	Programme Code	NCHECPHBF
Awarding Body	NCH at Northeastern Limited	Language of Instruction	English
Teaching Institution	New College of the Humanities	Date Approved	June 2020
Mode of Study	Full-time	Duration of Study	3 years

### PROGRAMME STRUCTURE

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

Michaelmas and Hilary each consists of twelve weeks of intensive study for the degree programme. They incorporate a Reading Week, generally taken in the seventh week of each term, where there are no formal teaching sessions. In the twelfth week of each term Collections are held, these being individual meetings between the student and their tutors to review the student's performance over the term.

Trinity consists of revision, informally and through formal sessions, followed by examinations.

The Economics degrees (whether Major, PPE, or Minor pathways) are designed to provide a comprehensive and multifaceted view of modern Economics and its role in the world. Both the theoretical underpinnings of Economics and the role of economic policy have been deeply challenged by global events and trends, such as global crises, changes in the nature and type of inequalities faced by societies, and even public health events with economic implications. All

of these issues are covered on the programme, giving students opportunities to engage with them both through taught material and independent research.

The Economics provision addresses our economic and social challenges by incorporating a wide variety of topics in the Degree, as well as providing optionality on both the Economics Major and the PPE Economics Pathway, to enable students to focus on the aspects of economics they are most interested in.

In the Philosophy minor, students investigate fundamental questions with some of the most searching, creative and influential thinkers of the past two-and-a-half thousand years. How do appearance and reality differ? What is justice? What is beauty? How are mind and world related? Can we achieve knowledge? In addressing these questions students are asked to analyse and assess the ideas and arguments of others, and to formulate and defend their own. The study of philosophy demands rigour and imagination, and the courses are designed to help students develop clarity, depth, and independence of thought.

## **STRUCTURE OF THE ECONOMICS MAJOR (270 CREDITS)**

### **FIRST YEAR (LEVEL 4)**

#### **Compulsory Courses:**

NCHEC435 Introduction to Microeconomics (15 credits)

NCHEC434 Introduction to Macroeconomics (15 credits)

NCHEC401 Mathematics (15 credits)

NCHEC402 Statistics (15 credits)

NCHEC433 Economic History (15 credits)

NCHEC438 Topics in Economics (15 credits)

### **SECOND YEAR (LEVEL 5):**

#### **Compulsory Courses:**

NCHEC533 Microeconomics I (15 credits)

NCHEC534 Microeconomics II (15 credits)

NCHEC501 Macroeconomics I (15 credits)

NCHEC546 Macroeconomics II (15 credits)

NCHEC540 Econometrics I (15 credits)

NCHEC541 Econometrics II (15 credits)

### **THIRD YEAR (LEVEL 6)**

#### **Compulsory courses:**

#### **Select THREE of the following:**

NCHEC665 Industrial Organisation (10 credits)

NCHEC662 Economics of Education (10 credits)

NCHEC663 Economics of Financial Crises (10 credits)

NCHEC664 Global Economic Policy (10 credits)

**Optional courses:**

**Select TWO of the following pairs<sup>1</sup>:**

NCHEC671 Political Economy and Globalisation (15 credits) **AND** NCHEC667 Political Economy in a Post-Neoliberal World (15 credits)

NCHEC601 Finance I (15 credits) **AND** NCHEC654 Finance II (15 credits)

NCHEC670 Research Design (10 credits) **AND** NCHEC661 Dissertation (Economics) (20 credits)

**STRUCTURE OF THE PHILOSOPHY MINOR (90 CREDITS)**

First Year: NCHPH407 Ethics (30 credits)

Second Year: NCHPH538 Early Modern Philosophy (Advanced) (30 credits)

Third Year: NCHPH629 Aesthetics (30 credits) **OR**

NCHPH659 Kant and Post-Kantian Philosophy (30 credits) **OR**

NCHPH628 Political Philosophy (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 31 December of that academic year.

**GENERAL ENTRANCE REQUIREMENTS**

The College reviews application forms, grades, personal statements, references, and interview performance, before making offers of places in its programmes. A typical offer for undergraduate study is AAB at A-level, 35 points or 6,6,5 in HL subjects in the IB Diploma, or the equivalent. Provisional admissions decisions are made by the Admissions Tutor of the Faculty of the major subject for which the student has applied.

**SPECIFIC ENTRANCE REQUIREMENTS**

Economics Major: None

Philosophy 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 College's [Recognition of Prior Learning and Credit Transfer Policy](#).

**AIMS OF THE PROGRAMME**

The aims of the major (Economics) part of the programme are to:

- Give students a solid grounding in economic theory, economic policy, and the methodological conventions of the field;

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<sup>1</sup> The courses that run in each academic year are subject to change in line with faculty availability and student demand so there is no guarantee every course will be delivered. For further information, please speak to the Head of Faculty.

- Enable students to frame problems as an economist would, while also using approaches and ideas from outside neoclassical economics;
- Develop students' ability to present complex arguments to both economists and non-economists, and develop their tolerance of ambiguity in situations where there are no unique correct answers.

The aim of the minor (Philosophy) part of the programme is to:

- Cultivate an engaged appreciation of some of the central questions of philosophy, and foster extensive knowledge and understanding of the ideas and arguments of major figures in the history of philosophy, and the challenges these face.
- Bring clarity, depth, and rigour to students' thinking and to advance their understanding of, and ability to engage with, central questions, arguments, theories, and texts concerning the world and our place within it. The discipline develops students' ability to give clear analyses of complex position, enables students to identify and apply key philosophical concepts, theories, and arguments in unfamiliar contexts, and develops students' powers of critical thinking.
- Develop students' intellectual curiosity, self-awareness, and initiative; improve students' ability to organise and present ideas clearly, independently and persuasively; and foster an ability to anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity.

The overall aim of the programme is to:

- Provide a teaching and learning environment which achieves the above aims by enabling students to demonstrate the learning outcomes below.

## LEARNING OUTCOMES

[Economics (EC); Philosophy (PH)]

### KNOWLEDGE AND UNDERSTANDING

A student will be able to / will possess:

- K1c (EC) express their interests in the economic realm using the correct terminology and frameworks, and prepare competent written and oral output on economic matters
- K2c (EC) carry out independent economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical)
- K3c (EC) interpret analysis and research findings, both one's own and those produced and reported by others, and comment intelligently on research findings
- K4c (PH) demonstrate knowledge and understanding of questions, debates, theories, and concepts in core areas of philosophy and its history

### SUBJECT SPECIFIC SKILLS

A student will be able to / will possess:

- S1c (EC) identify key parameters in a problem and proceed to solve a problem in a logical manner consistent with the conventions of Economics

- S2c (EC) conduct appropriate research, whether theoretical or empirical, before expressing views of economic policies and practices
- S3c (EC) understand and identify an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics
- S4c (PH) engage critically with the set material, using a wide range of philosophical devices

### **TRANSFERABLE AND PROFESSIONAL SKILLS**

A student will be able to:

- T1c (EC) evaluate ideas in terms of frameworks that use the concepts of trade-offs, incentives, and/or other key notions of economics
- T2c (EC) communicate these ideas clearly either in writing or verbally, to high standards in organization, relevance, expression and referencing
- T3c (EC) discriminate between various policy options that all have advantages and disadvantages, and process situations where ambiguity cannot be eliminated
- T4c (PH) work independently, effectively, and to deadlines; organize information clearly, question assumptions, and evaluate competing arguments

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

**MAP OF COURSES TO LEARNING OUTCOMES**

COURSE TITLE	KNOWLEDGE AND UNDERSTANDING												SUBJECT-SPECIFIC SKILLS												TRANSFERABLE AND PROFESSIONAL SKILLS															
	K 1 a	K 1 b	K 1 c	K 2 a	K 2 b	K 2 c	K 3 a	K 3 b	K 3 c	K 4 a	K 4 b	K 4 c	S 1 a	S 1 b	S 1 c	S 2 a	S 2 b	S 2 c	S 3 a	S 3 b	S 3 c	S 4 a	S 4 b	S 4 c	T 1 a	T 1 b	T 1 c	T 2 a	T 2 b	T 2 c	T 3 a	T 3 b	T 3 c	T 4 a	T 4 b	T 4 c				
<b>FHEQ Level 4</b>																																								
NCHEC435 Intro Micro	X			X									X													X				X										
NCHEC434 Intro Macro	X			X									X													X				X										
Mathematics NCHEC401				X									X													X				X										
NCHEC402 Statistics				X									X																										X	
NCHEC433 Econ History	X			X																																			X	
NCHEC438 Topics	X			X																																			X	
NCHPH407 Ethics																																							X	
<b>FHEQ Level 5</b>																																								
NCHEC533 Microecon I		X			X									X													X				X									
NCHEC534 Microecon II		X			X									X													X				X									
NCHEC501 Macroecon I		X			X									X													X				X								X	
NCHEC546 Macroecon II		X			X									X													X				X									X
NCHEC540 Eco'metrics I		X			X									X																									X	
NCHEC541		X			X									X																									X	







## TEACHING AND LEARNING

The faculty make use of various teaching and learning strategies to provoke interest, knowledge and skills in the courses being delivered.

The delivery methods are:

- Tutorials (based on essays submitted by the student, with written and/or oral feedback on their progress)
- Seminars for group discussion
- Group tutorials (small groups discussing assigned work completed before the tutorial, provided in the exceptional courses on this programme that do not deliver individual tutorials)
- Lectures
- Informal discussion groups (including online discussion)
- Consolidation and revision sessions
- Examinations and examiners' reports
- Independent study and research

The style of teaching at the College exposes students to lectures that capture their interest and excite their curiosity. Lectures are designed to allow interactivity and a short time of discussion and questioning (throughout or at the end of each lecture, as appropriate).

Tutorials and group seminar sessions enable unparalleled focus on the individual student, prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback, written and/or verbal, on their formative assignments, and ideas and arguments are approached from new angles and in new contexts to enable the consolidation and review of material.

The programme is designed to progress steadily over three years and develop students' conceptual sophistication through cumulative experience and knowledge. If taken, the third-year dissertation course will allow students to develop their thinking in collaboration with a supervisor.

## RESOURCES

The students experience and study is supported by the College's Virtual Learning Environment (VLE), 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, Jisc, Westlaw, and Lexis Library.

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

## RESEARCH

Faculty aim to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Faculty appreciate the breadth of knowledge that students must achieve, where the syllabus allows for it, teaching is allocated in line with research interests and expertise and faculty facilitate a wide range of academic and social events in which students and faculty are brought together.

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

- a) At the beginning of Michaelmas of the first year, Economics 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 programme.
- b) Many courses across the Major and Minor programmes have a learning outcome related to Communication, which is intended to develop students' skills in being able to use insights from academic research to benefit specialists and non-specialists alike. Courses that especially emphasise these skills include Economic History, Topics in Economics, Econometrics I, Economics of Education, and Industrial Organisation.
- c) A number of courses across the programmes are designed to enhance students' ability to engage in research, and this is reflected in the learning outcomes of those courses. Details of this appear in the Course Descriptors for Econometrics II and Quantitative Research Methods II (the use of data analysis software), Economic Development, Research Design, and Dissertation (the independent selection of a topic and/or carrying out independent research), and Understanding Statistical Information (data processing and data visualisation).

## ASSESSMENT

Assessment in Economics aims to examine:

- Students' ability to answer economic questions under timed conditions
- Students' ability to produce both concise (under 1,000) and more extensive pieces of writing on a given or chosen topic
- Students' ability to present orally on a given or chosen topic

Assessment in Philosophy aims to examine:

- knowledge and understanding of central philosophical questions, texts, and debates
- the ability to reason rigorously, critically, creatively and autonomously
- the ability to express oneself clearly and precisely

Courses are assessed in a variety of ways, including:

### FORMATIVE:

- Tests or quizzes
- Essays or reports
- Short answers and problem sets
- Oral presentations/debates/discussions
- Tutorial essays

### SUMMATIVE:

- Written examination
- Written assignment
- Dissertation

- Oral assessment

Appendix C contains the programme structure and assessment summary.

## ASSESSMENT REGULATIONS

The College's Assessment Regulations for Taught Awards can be found [here](#).

## STUDENT SUPPORT

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

Students are asked to complete a Student Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDS and give consent to who can have access to this information. Students are asked to submit supporting documentation from a doctor, clinical or educational psychologist detailing the nature of their disability and the impact it is likely to have on their studies. More information can be found [here](#). This data is managed and securely stored by Student Support and Development (SSD). 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.

SSD meet with students as soon as possible, and preferably before the start of the academic year, to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the SDD will then arrange to inform relevant faculty of the student's needs and any reasonable adjustments required.

If a student is undiagnosed but believes they may have a SpLDS (e.g. Dyslexia) the SDD will help them to access diagnostic services. If the assessment confirms a SpLDS, the SDD will discuss further support options with the student and their tutors. The SSD is in contact with local dyslexia tutors for advice 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](#).

## EMPLOYABILITY SKILLS

- **Communication and presentation skills:** A variety of courses throughout both the Major and Minor include an oral assessment element. This enables students to practice getting used to presenting to an audience and to communicating complex issues verbally.
- **Numeracy, data literacy, and data-driven decision-making:** A variety of courses on both the Major and Minor focus on building students' abilities to work with numbers and datasets, which is a part of most jobs that involve analysing the economy or society, and a highly employable skill for Humanities and Social Science graduates.
- **Expressing ideas concisely:** A number of courses on both the Major and Minor include pieces of assessment shorter than most academic essays (that is, under 1,000 words), to ensure students become accustomed to the types of word counts often required for writing assignments in non-academic careers and job roles.
- **Economics in the real world:** A large number of courses across both the Major and Minor include explicit teaching and assessment elements that reflect the need for Economics to be better understood by non-specialists and the general public,

and students will be asked to practice skills such as the simplification of complex ideas and communication to non-specialist audiences.

- **Technical skills for careers in key fields:** A number of courses, particularly optional courses in the 3<sup>rd</sup> year, are designed to equip students with specific technical skills that are required in specific careers that Economics Majors commonly wish to pursue, such as policy analysis, research, banking, and finance.

## CAREERS EDUCATION, INFORMATION AND GUIDANCE

College Careers Advisers help students to identify their career goals and create individual career plans. Students are actively encouraged to seek internships, with guidance given throughout the application process.

The College runs LAUNCH, which represents part of the NCH Diploma and has been designed in collaboration with a large number of experts from different types of industries. 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 assignments, and weekly seminars covering working in teams, marketing, writing and presenting, working in teams, and other transferable skills applicable to any professional activity.

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

## QUALITY EVALUATION AND ENHANCEMENT

### AWARD STANDARDS

Every programme of study is developed by the Faculties, utilising their subject specialists and approved by the College's Academic Board.

### REVIEW AND EVALUATION MECHANISMS

The College has robust procedures, as described in [AQF4 Programme and Course Approval and Modifications](#) and [AQF5 Annual Monitoring and Reporting](#), in place to assure the quality of the programme development, delivery, and management, alongside systematic monitoring, ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

The College utilises constructive feedback from a variety of sources, internal and external, to inform its decision-making process to enhance the programme and the student experience. These feedback sources are:

- Annual Course Reviews, written by the Course Leader, are prepared to enable the Course Leader to reflect on the course, using a variety of data and student/faculty feedback to enhance the course and support the Head of Faculty in writing the Annual Faculty Review.
- Annual Faculty Reviews, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.
- Annual External Examiner Reports are prepared by independent External Examiners, as appointed by the College, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course questionnaires on a termly basis, termly Student-Staff Liaison Committee and annual student satisfaction

surveys, including external independent survey, such the National Student Survey.

- Informal student feedback is also valued by the College and this can take the form of students talking to their tutors, Head of Faculty or professional staff. Students may also raise matters with their Personal Tutor.

## ABOUT THIS DOCUMENT

<b>Title: BSc (Hons) Economics with Philosophy Programme Specification</b>					
<b>Approved by: Academic Board</b>					
Version number	Date approved	Date published	Head of Faculty	Location	Proposed next review date
1.1	January 2020	February 2021	Marianna Koli	Academic Handbook/programme specifications and handbooks/undergraduate programme specifications/Economics BSc (Hons) Specifications	April 2025
1.0	June 2020	June 2020	Marianna Koli	Academic Handbook > Programme Specifications and Handbooks	April 2025
Referenced documents	Recognition of Prior Learning and Credit Transfer Policy; Assessment Regulations for Taught Awards; Student Disclosure Form; AQF4 Programme and Course Approval and Modifications; and AQF5 Annual Monitoring and Reporting.				
External Reference Point(s)	Subject Benchmark for Economics.				

## DISCLAIMER

The College has checked the information provided in this Programme Specification and will aim to deliver this programme in keeping with this Programme Specification. However, changes to the programme may sometimes be required arising from annual monitoring, student feedback, and the review and update of courses and programmes. Where this activity leads to significant changes to courses and programmes there will be prior consultation with students and others, wherever possible, and the College will take all reasonable steps to minimise disruption to students. It is also possible that the College may not be able to offer a course or programme for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the College will aim to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable programme.

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transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the College.

**APPENDIX A1 – MAJOR: MAP TO QAA ECONOMICS SUBJECT BENCHMARK**

<b>Threshold*</b>	<b>Learning Outcomes</b>
Demonstrate knowledge of economic concepts and principles.	K1 – K2, S1, S3
Demonstrate knowledge of economic theory and modelling approaches.	K2, K3, S2, S3
Demonstrate awareness of quantitative methods and computing techniques appropriate to their programme of study, and show an appreciation of the contexts in which these techniques and methods are relevant.	K2 – K3, S1, S2
Display knowledge of the sources and content of economic data and evidence and appreciate what methods might be appropriately applied to the analysis of such data.	K2, S2
Know how to apply economic reasoning to policy issues.	K1 – K3, S1 – S3, T1 – T3
Demonstrate knowledge in an appropriate number of specialised areas in Economics.	K1 – K3, S2 – S3
Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution.	S2 – S3, 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.

## APPENDIX B –EXIT AWARDS

### CERTIFICATE IN HIGHER EDUCATION:

In order for a student to be awarded a Certificate in Higher Education (Cert HE), they are required to have achieved **120 Level 4 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

### LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

#### Knowledge and Understanding

A student will be able to:

- K1a (EC) express basic aspects of Economics using some of the correct terminology and frameworks
- K2a (EC) with guidance, carry out independent economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical)
- K3a (EC) locate and organise analysis and research findings, both one's own and those produced and reported by others
- K4a (PH) demonstrate basic knowledge and understanding of questions, debates, theories and concepts in core areas of philosophy

#### Subject-specific Skills

A student will be able to:

- S1a (EC) evaluate information and data and frame problems in an economic way to produce ideas for how the problems can be solved
- S2a (EC) understand theoretical or empirical research and attempt to express a view of economic policy and practice
- S3a (EC) identify an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics
- S4a (PH) engage with the set material using a range of philosophical devices

#### Transferable Skills

A student will be able to:

- T1a (EC) evaluate ideas in terms of frameworks that use at least one key notion of Economics such as trade-offs or incentives
- T2a (EC) communicate these ideas clearly both in writing and verbally, showing organisation and referencing
- T3a (EC) discriminate between various policy options that all have advantages and disadvantages
- T4a (PH) work independently, effectively, clearly and to deadlines

### DIPLOMA IN HIGHER EDUCATION:

In order for a student to be awarded a Diploma in Higher Education (Dip HE), they are required to have achieved **120 Level 4 Credits and 120 Level 5 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

### LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:



### **Knowledge and Understanding**

A student will be able to:

- K1b (EC) explain basic aspects of economics using some of the correct terminology and frameworks
- K2b (EC) carry out economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical) and comment intelligently on the findings of others
- K3b (EC) locate and organise analysis and research findings, both one's own and those produced and reported by others, and appreciate the challenges and limitations of quantitative work
- K4b (PH) demonstrate intermediate knowledge and understanding of questions, debates, theories and concepts in core areas of philosophy

### **Subject-specific Skills**

A student will be able to:

- S1b (EC) evaluate information and data and use this to investigate problems to produce ideas for how the problems can be solved
- S2b (EC) understand theoretical or empirical research and appreciate how these can be used for forming views of economic policy and practice
- S3b (EC) identify and understand an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics
- S4b (PH) engage clearly with the set material using a range of philosophical devices and evaluate competing arguments

### **Transferable Skills**

A student will be able to:

- T1b (EC) evaluate ideas in terms of frameworks that use the concepts of trade-offs, incentives, and other key notions of Economics
- T2b (EC) communicate these ideas clearly both in writing and verbally to high standards in organisation, relevance, expression and referencing
- T3b (EC) discriminate between various policy options that all have advantages and disadvantages, and process situations where the best course of action is not immediately clear or discernible empirically
- T4b (PH) work independently, effectively, clearly, and to deadlines

**APPENDIX C - PROGRAMME STRUCTURE AND SUMMATIVE ASSESSMENT SUMMARY**

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)			
					AE1	Activity type	AE2	Activity type
<b>FHEQ Level 4</b>								
NCHEC435	Introduction to Microeconomics	15	C	CD	100%	Exam		
NCHEC434	Introduction to Macroeconomics	15	C	CD	100%	Exam		
NCHEC401	Mathematics	15	C	CD	100%	Exam		
NCHEC402	Statistics	15	C	CD	100%	Exam		
NCHEC433	Economic History	15	C	CD	100%	A		
NCHEC438	Topics in Economics	15	C	CD	50%	A	50%	Oral
NCHPH407	Ethics	30	C	CD	100%	Exam		
<b>FHEQ Level 5</b>								
NCHEC533	Microeconomics I	15	C	CD	100%	Exam		
NCHEC534	Microeconomics II	15	C	CD	100%	Exam		
NCHEC501	Macroeconomics I	15	C	CD	100%	Exam		
NCHEC546	Macroeconomics II	15	C	CD	100%	Exam		
NCHEC540	Econometrics I	15	C	CD	100%	Exam		
NCHEC541	Econometrics II	15	C	CD	100%	A		
NCHPH538	Early Modern Philosophy (Advanced)	30	C	CD	50%	A	50%	A

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)			
					AE1	Activity type	AE2	Activity type
<b>FHEQ Level 6</b>								
NCHEC662	Economics of Education	10	O	CD	100%	Exam		
NCHEC665	Industrial Organisation	10	O	CD	50%	Oral	50%	A
NCHEC663	Economics of Financial Crises	10	O	CD	100%	A		
NCHEC664	Global Economic Policy	10	O	CD	100%	Exam		
NCHEC601	Finance I	15	O	CD	100%	Exam		
NCHEC654	Finance II	15	O	CD	100%	Exam		
NCHEC671	Political Economy and Globalisation	15	O	CD	40%	A	60%	Exam
NCHEC667	Political Economy in a Post-Neoliberal World	15	O	CD	40%	A	60%	Exam
NCHEC668	Quantitative Research Methods I	15	O	CD	100%	Exam		
NCHEC669	Quantitative Research Methods II	15	O	CD	100%	A		
NCHEC670	Research Design	10	O	CD	100%	A		
NCHEC661	Dissertation (Economics)	20	O	CD	80%	A	20%	Oral
NCHPH629	Aesthetics	30	O	CD	50%	A	50%	A
NCHPH659	Kant and Post-Kantian Philosophy	30	O	CD	100%	Exam		
NCHPH628	Political Philosophy	30	O	CD	50%	A	50%	A

**COURSE TYPE:** C = 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

<b>ASSESSMENT ACTIVITY TYPE</b>	<b>CODE</b>
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