New College of the Humanities

BA (Hons) History with Data Science Programme Specification

Award and Programme Title	BA (Hons) History with Data Science	UCAS Code	V1D1
Programme Level	Level 6	HECoS Code	100302 100366
Relevant QAA Benchmark Statements	History	Programme Code	NCHHIDSBF
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 History major is focused on the 1-1 or 2-1 one-hour tutorial. For each tutorial students will prepare a formative essay of about 2000 words or other presentation which they will then discuss with their lecturer and receive oral and written feedback on. The tutorial system enables students to find their own way through the course, exploring topics of particular interest while receiving extensive support from an experienced member of the faculty. The essays allow students to develop skills in research, analysis and communication. In support of

the tutorials students also attend lectures and seminars through which they will gain background understanding of the subjects they are studying in preparation for the tutorials.

Through the Data Science minor, students will develop the skills to analyse data to effectively extract useful information. The Data Science minor consists of four computing courses that develop programming and data science skills, and two humanities courses that provide context, exploring ethical and theoretical issues that arise in relation to these techniques and their applications.

STRUCTURE OF THE HISTORY MAJOR (270 CREDITS)

FIRST YEAR (LEVEL 4)

Compulsory Courses:

NCHHI412 Sixteenth-Century England (30 credits)

NCHHI406 Britain and the Wider World (30 credits) (2020 entry only)

NCHHI468 World History (30 credits) (2021 entry onwards)

Optional Courses:

NCHHI418 Medieval Europe 1000-1300: Faith and Power (30 credits) **OR**

NCHHI417 From Roman Empire to Medieval Kingdoms 300-900: The Transformation of Power (30 credits)

SECOND YEAR (LEVEL 5):

Compulsory Courses:

NCHHI505 History, Heritage and Memory (30 credits)

Optional Courses:

NCHHI511 The City in American Political Life (30 credits) **OR**

NCHHI519 The Long Civil Rights Movement (30 credits)

AND

NCHHI544 From the Enlightenment to the Cold War: Political Thought from Rousseau to Arendt (30 credits) **OR**

NCHHI545 From the Ancient Greeks to Modern Pluralism: Political Thought from Aristotle to Berlin (30 credits)

THIRD YEAR (LEVEL 6)

Compulsory Courses:

NCHHI672 Dissertation (30 credits)

Optional Courses:

Select two courses from the following four options:

NCHHI613 'Heap of Shot or Pot of Treacle?' Social History in Britain, 1870-1914 (30 credits)

NCHHI677 The Crusades and the Expansion of Europe, c. 1000 to c. 1200 (30 credits)

NCHHI673 Cross-Cultural Encounters in the Early Modern World (30 credits)

NCHHI674 The City in American Political Life Level 6 (30 credits) **OR**

NCHHI675 The Long Civil Rights Movement Level 6 (30 credits).

STRUCTURE OF THE DATA SCIENCE MINOR (90 CREDITS)

First Year: NCHDS441 Programming with Data (15 credits) **AND**

NCHDS442 Foundations of Data Science (15 credits)

Second Year: NCHDS552 AI and Data Ethics (15 credits) **AND**

NCHDS553 Principles of Machine Learning (15 credits)

Third Year: NCHDS681 Natural Language Processing (15 credits) **AND**

NCHDS682 Minds and Machines (15 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

History Major: None

Data Science Minor: Students must have a minimum of GCSE Maths. Maths at A Level is desirable but not essential. Students need to have good A Level grades at any chosen A Level course of their choice. Students with International Baccalaureate need to have A grade equivalent outcomes for their subjects.

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 (History) part of the programme are to:

- Enable students to acquire knowledge and understanding of the human past, and the ways in which humans have organised their lives materially and conceptually as individuals and societies.
- Equip students to conduct research in history and to communicate their findings effectively to diverse audiences.

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

- Provide students with skills in data science (some of them advanced) which they can apply in their careers or wider societal roles, as well as an understanding of, and the ability to communicate clearly about, the broader contextual significance and ethical implications of these techniques and their applications.

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

[History (HI); Data Science(DS)]

KNOWLEDGE AND UNDERSTANDING

The student will be able to:

K1c	(HI)	command a substantial and varied body of historical knowledge and understanding
K2c	(HI)	appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence
K3c	(HI)	reflect critically on the nature of their discipline, its social rationale, its theoretical underpinnings and its intellectual standing
K4c	(DS)	demonstrate knowledge and understanding of key concepts and techniques of data science, and of the broader significance of the techniques (e.g. machine learning and natural language processing) that make this possible

SUBJECT-SPECIFIC SKILLS

The student will be able to:

S1c	(HI)	develop and sustain historical arguments in oral and written form, formulating pertinent and probing questions, and answering those questions using evidence with nuance and insight
S2c	(HI)	read, analyse and reflect critically and contextually upon contemporary and secondary texts and other non-textual sources
S3c	(HI)	find, gather and deploy evidence and data with intellectual integrity and maturity
S4c	(DS)	apply key concepts and techniques of data science, including those of machine learning and natural language processing, to make qualitative and quantitative analysis of a given dataset, and to think and communicate clearly about their ethical and theoretical significance

TRANSFERABLE SKILLS

The student will be able to:

T1c	(HI)	produce written work to high standards in organization, relevance, fluency of expression and referencing, including in the design, research and presentation of an independently conceived piece of writing
T2c	(HI)	organise and synthesize large amounts of information and analyse the ideas in such data in rational, critical and evaluative ways
T4c	(DS)	use their data science skills, and their understanding of the ethical and theoretical implications these have, to address a wide range of contemporary issues and needs

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statements - see Appendix A. For the learning outcomes of exit awards, see Appendix B.

MAP OF COURSES TO LEARNING OUTCOMES

	KNOWLEDGE AND UNDERSTANDING												SUBJECT-SPECIFIC SKILLS												TRANSFERABLE AND PROFESSIONAL SKILLS											
COURSE TITLE	**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**
FHEQ Level 4																																				
NCHHI412 Sixteenth Century England	X			X			X						X			X			X						X			X								
NCHHI468 World History	X			X									X			X			X						X			X								
NCHHI406 Britain and the Wider World	X			X									X			X			X						X			X								
NCHHI418 Medieval Europe 1000-1300: Faith and Power	X						X						X			X			X						X			X								
NCHHI417 From Roman Empire to Medieval Kingdoms 300-900	X						X						X			X			X						X			X								
NCHDS441 Programming with Data										X												X												X		
NCHDS442 Foundations of Data Science										X												X												X		
FHEQ Level 5																																				

NCHHI505 History, Heritage and Memory		X			X			X						X			X			X						X			X							
NCHHI511 The City in American Political Life		X			x			X						X			X			X						X			X							
NCHHI519 The Long Civil Rights Movement		X			X			X						X			X									X			X							
NCHHI544 From the Enlightenment to the Cold War		X			X									X			X									X			X							
NCHHI545 From the Ancient Greeks to Modern Pluralism		X			X									X			X									X			X							
NCHDS552 AI and Data Ethics											X												X												X	
NCHDS553 Principles of Machine Learning											X												X												X	
FHEQ Level 6																																					
NCHHI672 Dissertation			X			X									X			X									X			X							
NCHHI613 Heap Shot or Pot of Treacle			X			X			X						X			X			X						X			X							

NCHHI677 The Crusades and the Expansion of Europe			X			X			X						X			X			X						X			X						
NCHHI673 Cross-Cultural Encounters			X			X			X						X			X									X			X						
NCHHI674 The City in American Political Life Level 6			X			X									X			X			X						X			X						
NCHHI675 The Long Civil Rights Movement Level 6			X			X			X						X			X									X			X						
NCHDS681 Natural Language Processing												X												X												X
NCHDS682 Minds and Machines												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 small group discussion
- Lectures
- Labs (for data science coding courses)
- Office hours (for data science coding courses)
- 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. These 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 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 assessments, 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. 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 JStore and Northeastern University's Online Library.

Sample and/or past examination papers, as well as internal 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 two main ways:

a) At the beginning of Michaelmas of the first year, History 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) Part way through the first half of Michaelmas (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 the VLE.

Details of how this might be done appear in 'Teaching and Learning' sections of the Course Descriptor for Britain and the Wider World (2020 entry) World History (2021 entry onwards). In addition, research skills particular to the writing of dissertations are taught in the lectures and tutorials for the course Dissertation.

ASSESSMENT

Assessment in History aims to examine:

- the ability to evaluate evidence and reflect critically, empathically and contextually on it
- knowledge and understanding of the complexity and diversity of situations, events and mentalities in the past
- the ability to marshal, develop and sustain a rigorous, robust, well-structured and concise historical argument, on the basis of this evidence
- the ability to express oneself fluently, clearly and coherently in prose
- an awareness of the different methodological approaches to History
- knowledge and understanding of central historical questions, texts, and debates
- the ability to reason rigorously, critically, creatively and autonomously
- the ability to express oneself clearly and precisely

Assessment in Data Science aims to examine:

- knowledge and understanding of coding techniques for data analysis, including machine learning and natural language processing
- skills in providing qualitative and quantitative analyses of datasets
- knowledge and understanding of ethical and theoretical issues arising in relation to the techniques of data science and their applications, as well as the ability to communicate clearly and effectively about them

Courses are assessed in a variety of ways, including:

FORMATIVE:

- Tutorial essays
- Oral presentations
- Coursework

SUMMATIVE:

- Written examinations
- Written assignment

- Set exercises
- Dissertation
- Presentations

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

- The skills to critically analyse data.
- The skills to manage and synthesise diverse kinds of information in answer to a given question.
- The skills to communicate clearly within set limits.
- Operate with a substantial degree of independence to design and deliver a sophisticated and novel investigation.

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

Title: BA (Hons) History with Data Science Programme Specification
Approved by: Academic Board

Version number	Date approved	Date published	Head of Faculty	Location	Proposed next review date
2.0	January 2021	January 2021	Lars Kjaer	Academic Handbook/programme specifications and handbooks/undergraduate programme specifications/History BA (Hons) Specifications	April 2025
1.0	June 2020	June 2020	Lars Kjaer	Academic Handbook > Programme Specifications and Handbooks	April 2025
Referenced documents	Recognition of Prior Learning 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 History.				

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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APPENDIX A – MAP TO QAA SUBJECT BENCHMARK HISTORY

	Recommendation*	**Learning Outcomes**
9.1	*The benchmarking group for history recommended that all students studying history as part of their degree:*	
	Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 3.1 to 3.3 of this subject benchmark statement.	K1-3, S1-S3, T1-2
	Be provided with opportunities to participate regularly in a variety of structured settings with tutors and other students.	S1-2, T2
9.2	*The benchmarking group for history recommended that all single history honours students:*	
	Follow a programme which gives them practical experience of the intellectual benefits occurring from studying the subject over an extended period of historical time.	K1-3
	Study the history of more than one society or culture.	K1-3
	Carry out intensive critical work on source materials generated by the period under study.	S2-S3
	Be expected to reflect critically on the nature of their discipline.	K3, S3
	Be introduced to some of the many varieties of history.	K1, K2, K3
	Engage in seminars and forms of group work.	S1
	Undertake a wide range of assignments.	T1-T2
	Be assessed in a significant part on their essay-writing skills.	S1-S3, T1-T2
	Be assessed on their understanding of and ability to handle contemporary source material.	S2, S3
	Be assessed on their ability to address historical problems in depth.	K2, S3, T2
9.3	*The benchmarking group for history recommended that all departments should give serious consideration to requiring that all single history honours students will:*	
	Formulate, execute and complete an independent extended piece of written work, with appropriate supervision on which they are assessed.	T1
9.4	*Departments will also wish to consider the desirability of providing the opportunity for all single honours students to be assessed on:*	
	Varying types of and extended writing.	T1
	Oral communication.	S1

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 (HI) explain specified areas of history

K2a (HI) appreciate the complexity of reconstructing the past

K3a (HI) understand the nature of their discipline

K4a (DS) show awareness of the key concepts and techniques of data science

Subject-specific Skills

A student will be able to:

S1a (Hi) develop historical arguments in oral and written form

S2a (HI) read and reflect contextually upon contemporary and secondary texts and other non-textual primary sources

S3a (HI) evaluate evidence and data

S4a (DS) with guidance, apply key concepts and techniques of data science

Transferable Skills

A student will be able to:

T1a (HI) produce written work that demonstrates acceptable standards of organization, relevance, expression and referencing

T2a (HI) organise and synthesise a limited amount of information

T4a (DS) use data science in everyday applications

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 (HI) command a varied body of historical knowledge and understanding

K2b (HI) appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence

K3b (HI) understand the nature of their discipline, its social rationale, its theoretical

underpinnings and its intellectual standing

K4b (DS) demonstrate engaged awareness of the key concepts and techniques of data science and machine learning and of the ethical issues regarding the way data is used

Subject-specific Skills

A student will be able to:

S1b (HI) develop and sustain historical arguments in oral and written form

S2b (HI) read, analyse and reflect contextually upon contemporary and secondary texts and other non-textual primary sources

S3b (HI) find, gather and deploy evidence and data with intellectual integrity

S4b (DS) apply key concepts and techniques of data science including those of machine learning, to the analysis of a given dataset, and think and communicate clearly about their ethical significance

Transferable Skills

A student will be able to:

T1b (HI) produce written work to high standards of organisation, relevance, clarity of expression and referencing

T2b (HI) organise and synthesise large amounts of information and analyse the ideas in such data in rational and evaluative ways

T4b (DS) use their data science skills, and their understanding of the ethical implications these have, to wide range of contemporary issues

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	AE3	Activity type
FHEQ Level 4										
NCHHI412	Sixteenth-Century England	30	C	CD	100%	Exam				
NCHHI406	Britain and the Wider World (2020 entry only)	30	C	CD	25%	A	25%	A	50%	A
NCHHI468	World History (2021 entry onwards)	30	C	CD	50%	A	50%	A		
NCHHI418	Medieval Europe: Faith and Power	30	O	CD	100%	Exam				
NCHHI417	From Roman Empire to Medieval Kingdoms	30	O	CD	100%	Exam				
NCHDS441	Programming with Data	15	C	CD	50%	Set	50%	Set		
NCHDS442	Foundations of Data Science	15	C	CD	50%	Set	50%	Set		
FHEQ Level 5										
NCHHI505	History, Heritage and Memory	30	C	CD	50%	A	50%	A		
NCHHI511	The City in American Political Life	30	O	CD	100%	Exam				
NCHHI519	The Long Civil Rights Movement	30	O	CD	100%	Exam				
NCHHI544	From the Enlightenment to the Cold War: Political Thought from Rousseau to Arendt	30	O	CD	100%	Exam				
NCHHI545	From the Ancient Greeks to Modern Pluralism: Political Thought from Aristotle to Berlin	30	O	CD	100%	Exam				
NCHDS552	AI and Data Ethics	15	C	CD	90%	A	10%	Oral		

NCHDS553	Principles of Machine Learning	15	C	CD	50%	A	50%	A		
FHEQ Level 6										
NCHHI672	Dissertation	30	C	CD	100%	Diss				
NCHHI613	Heap of Shot or Pot of Treacle?' Social History in Britain, 1870-1914	30	O	CD	100%	Exam				
NCHHI677	The Crusades and the Expansion of Europe, c. 1000-c. 1200	30	O	CD	100%	Exam				
NCHHI673	Cross-Cultural Encounters in the Early Modern World	30	O	CD	100%	Exam				
NCHHI674	The City in American Political Life Level 6	30	O	CD	100%	Exam				
NCHHI675	The Long Civil Rights Movement Level 6	30	O	CD	100%	Exam				
NCHDS681	Natural Language Processing	15	C	CD	50%	A	50%	A		
NCHDS682	Minds and Machines	15	C	CD	100%	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

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