New College of the Humanities

BA (Hons) Philosophy Politics and Economics Programme Specification

Award and Programme Title	BA (Hons) Philosophy Politics and Economics	UCAS Code	V110 (Philosophy) L211 (Politics) LL11 (Economics)
Programme Level	Level 6	HECoS Code	100337 100491 100450
Relevant QAA Benchmark Statements	Philosophy Politics Economics	Programme Code	NCHPPEBF
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.

STRUCTURE OF THE PHILOSOPHY, POLITICS, AND ECONOMICS DEGREE (360 CREDITS)

The Philosophy, Politics, and Economics degree consists of twelve courses (or equivalent), six of them from the student's chosen major subject, of which one is a Dissertation, and three each from the other two subjects.

PPE WITH PHILOSOPHY MAJOR

FIRST YEAR

Philosophy:	NCHPH407 Ethics (30 credits)
Philosophy:	NCHPH414 Logic: Formal and Philosophical (30 credits)
Politics:	NCHPIR430 International Relations: Theory and Practice (30 credits)
Economics:	NCHEC437 Principles of Microeconomics (15 credits)
Economics:	NCHEC436 Principles of Macroeconomics (15 credits)

SECOND YEAR

Philosophy:	NCHPH538 Early Modern Philosophy (Advanced) (30 credits)
Philosophy:	NCHPH530 Ancient Philosophy (30 credits) **OR**
	NCHPH515 Metaphysics (30 credits)
Politics:	NCHPIR507 Old Powers, New Powers: Imperialism, Colonialism and the Modern State (30 credits)
Economics:	NCHEC543 Understanding Statistical Information (15 credits)
Economics:	NCHEC542 Economic Development (15 credits)

THIRD YEAR

Philosophy:	NCHPH631 Advanced Ethics (30 credits) **OR**
	NCHPH629 Aesthetics (30 credits) **OR**
	NCHPH659 Kant and Post-Kantian Philosophy (30 credits) **OR**
	NCHPH633 Philosophy of Mind and Language (30 credits) **OR**
	NCHPH628 Political Philosophy (30 credits)
Philosophy:	NCHPH616 Dissertation (Philosophy) (30 credits)
Politics:	NCHPIR609 International Organisations: Global and Local (30 credits)
Economics:	NCHEC667 Political Economy in a Post-Neoliberal World (15 credits)
Economics:	NCHEC671 Political Economy and Globalisation (15 credits)

PPE WITH POLITICS MAJOR

FIRST YEAR

Philosophy:	NCHPH407 Ethics (30 credits)
Politics:	NCHPIR430 International Relations: Theory and Practice (30 credits)

Politics: NCHPIR408 Modern Political Thought (30 credits)

Economics: NCHEC437 Principles of Microeconomics (15 credits)

Economics: NCHEC436 Principles of Macroeconomics (15 credits)

SECOND YEAR

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

Politics: NCHPIR507 Old Powers, New Powers: Imperialism, Colonialism and the Modern State (30 credits)

Politics: NCHPIR516 The European Union in the World (30 credits)

Economics: NCHEC543 Understanding Statistical Information (15 credits)

Economics: NCHEC542 Economic Development (15 credits)

THIRD YEAR

Philosophy: NCHPH629 Aesthetics (30 credits) **OR**

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

NCHPH628 Political Philosophy (30 credits)

Politics: NCHPIR609 International Organisations: Global and Local (30 credits)

Politics: NCHPIR650 Politics Dissertation (30 credits)

Economics: NCHEC667 Political Economy in a Post-Neoliberal World (15 credits)

Economics: NCHEC671 Political Economy and Globalisation (15 credits)

PPE WITH ECONOMICS MAJOR

FIRST YEAR

Philosophy: NCHPH407 Ethics (30 credits)

Politics: NCHPIR430 International Relations: Theory and Practice (30 credits)

Economics: NCHEC435 Introduction to Microeconomics (15 credits)

Economics: NCHEC434 Introduction to Macroeconomics (15 credits)

Economics: NCHEC401 Mathematics (15 credits)

Economics: NCHEC402 Statistics (15 credits)

SECOND YEAR

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

Politics: NCHPIR507 Old Powers, New Powers: Imperialism, Colonialism and the Modern State (30 credits)

Economics: **Select TWO courses out of the following three:**

NCHEC533 Microeconomics I (15 credits)

NCHEC501 Macroeconomics I (15 credits)

NCHEC540 Econometrics I (15 credits) **AND**

Select TWO courses out of the following four:

NCHEC534 Microeconomics II (15 credits; co-requisite Microeconomics I)

NCHEC546 Macroeconomics II (15 credits; co-requisite Macroeconomics I)

NCHEC541 Econometrics II (15 credits; co-requisite Econometrics I),

NCHEC542 Economic Development (15 credits)

THIRD YEAR

Philosophy: NCHPH629 Aesthetics (30 credits) **OR**

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

NCHPH628 Political Philosophy (30 credits)

Politics: NCHPIR609 International Organisations: Global and Local (30 credits)

Economics: **Select TWO of the following five options:**

Option 1: Select THREE of the following four:

NCHEC665 Industrial Organisation (10 credits)

NCHEC662 Economics of Education (10 credits)

NCHEC663 Economics of Financial Crises (10 credits)

NCHEC664 Global Economic Policy (10 credits)

Option 2:

NCHEC667 Political Economy in a Post Neoliberal World (15 credits) **AND**

NCHEC671 Political Economy and Globalisation (15 credits)

Option 3:

NCHEC601 Finance I (15 Credits) **AND**

NCHEC654 Finance II (15 credits)

Option 4:

NCHEC670 Research Design (10 credits) **AND**

NCHEC661 Dissertation (Economics) (20 credits)

Option 5:

NCHEC668 Quantitative Research Methods I (15 credits) **AND**

NCHEC669 Quantitative Research Methods II (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 overall or 6,6,5 in Higher Level subjects (with an overall pass) 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. If English is not an applicant's native language, they will need to demonstrate proficiency in English in order to study at the College. For a list of equivalencies, please check here.

SPECIFIC ENTRANCE REQUIREMENTS

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 Policy.

AIMS OF THE PROGRAMME

The Philosophy, Politics, and Economics (PPE) programme is intended to advance students' understanding of, and ability to engage with, central questions, arguments, and texts in philosophy, politics, and economics.

It aims to provide intellectual breadth, a lively sense of inter-relations between the three subjects, along with depth in a designated major subject.

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

KNOWLEDGE AND UNDERSTANDING

A student will be able to:

K1c	(PPH)	Demonstrate deep knowledge and systematic understanding of the questions, debates, approaches and/or theories in his/her chosen subject area, and the ability to apply these to practical or applied questions, scenarios and contexts where relevant, using a method appropriate to the relevant academic field; demonstrate coherent and detailed knowledge and understanding of inter-relations between analytical approaches in the three subjects and the types of topics covered in each.
K2c	(PH)	Demonstrate sound knowledge and understanding of questions, debates, theories, and concepts in core areas of philosophy and its history.

K3c	(PIR)	Show a systematic understanding of how to apply theoretical models to existing debates.
K4c	(EC)	Master economic terminology and frameworks sufficiently to understand economic policy, and carry out analysis using verbal, graphical, and statistical techniques.

SUBJECT-SPECIFIC SKILLS

A student will be able to:

S1c	(PPH)	Identify, critically analyse and apply key philosophical, political, and economic concepts and arguments; synthesize disparate material within, and across, subject boundaries; apply the acquired knowledge to policy questions where relevant; communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
S2c	(PH)	Engage critically with the set material, using a wide range of philosophical devices.
S3c	(PIR)	Analyse the inter-relatedness of other disciplines and practices, crossing traditional subject boundaries.
S4c	(EC)	Identify key parameters in a social or economic problem, express the conceptual origins and practical constraints of the problem, and solve the problem in a logical manner consistent with the conventions of Economics.

TRANSFERABLE SKILLS

A student will be able to:

T1c	(PPH)	Show judgement in the face of complexity and uncertainty; produce clear and persuasive presentations; exercise personal responsibility while engaging in a sustained piece of independent research.
T2c	(PH)	Work independently, effectively and to deadlines; organise information clearly, question assumptions and evaluate competing arguments.
T3c	(PIR)	Critically evaluate so as to make judgements and identify a range of solutions.
T4c	(EC)	Discriminate between various policy options that all have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and present findings competently.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statements - see Appendix A for Philosophy, Appendix B for Politics and Appendix C for Economics respectively. For the learning outcomes of exit awards, see Appendix D.

MAP OF COURSES TO LEARNING OUTCOMES

	KNOWLEDGE AND UNDERSTANDING												SUBJECT-SPECIFIC SKILLS												TRANSFERABLE AND PROFESSIONAL SKILLS											
COURSE TITLE	**K1a**	**K1b**	**K1c**	**K2a**	**K2b**	**K2c**	**K3a**	**K3b**	**K3c**	**K4a**	**K4b**	**K4c**	**S1a**	**S1b**	**S1c**	**S2a**	**S2b**	**S2c**	**S3a**	**S3b**	**S3c**	**S4a**	**S4b**	**S4c**	**T1a**	**T1b**	**T1c**	**T2a**	**T2b**	**T2c**	**T3a**	**T3b**	**T3c**	**T4a**	**T4b**	**T4c**
FHEQ Level 4																																				
NCHPH407 Ethics	x			x									x			x									x			x								
NCHPH414 Logic	x			x									x			x									x			x								
NCHPIR430 International Relations	x						x						x						x						x						x					
NCHPIR408 Modern Political Thought	x						x						x						x						x						x					
NCHEC435 Introd to Micro	x									x			x									x			x									x		
NCHEC434 Introd to Macro	x									x			x									x			x									x		
NCHEC401 Mathematics	x									x			x									x			x									x		
NCHEC402 Statistics	x									x			x									x			x									x		
NCHEC437 Principles of Micro	x									x			x									x			x									x		
NCHEC436 Principles of Macro	x									x			x									x			x									x		

FHEQ Level 5																																			
NCHPH538 Early Modern Philosophy (Advanced)		x			x									x			x									x			x						
NCHPH530 Ancient Philosophy		x			x									x			x									x			x						
NCHPH515 Metaphysics		x			x									x			x									x			x						
NCHPIR507 Old Powers, New Powers		x						x						x						x						x						x			
NCHPIR516 EU in the World		x						x						x						x						x						x			
NCHEC533 /NCHEC534 Microeconomics I & II		x									x			x									x			x									x
NCHEC501A/ NCHEC501B Macroeconomics I & II		x									x			x									x			x									x
NCHEC540/ NCHEC541 Econometrics I & II		x									x			x									x			x									x
NCHEC543 Understanding Statistical Information		x									x			x									x			x									x
NCHEC542 Economic Development		x									x			x									x			x									x

FHEQ Level 6																																			
NCHPH631 Advanced Ethics			x			x									x			x									x			x					
NCHPH629 Aesthetics			x			x									x			x									x			x					
NCHPH659 Kant & Post-Kantian Philosophy			x			x									x			x									x			x					
NCHPH633 Philosophy of Mind & Language			x			x									x			x									x			x					
NCHPH628 Political Philosophy			x						x						x			x									x			x					
NCHPIR609 International Organisations			x						x						x						x						x						x		
NCHEC665 Industrial Organisation			x									x			x									x			x								x
NCHEC662 Economics of Education			x									x			x									x			x								x
NCHEC663 Economics of Financial Crises			x									x			x									x			x								x
NCHEC664 Global Economic Policy			x									x			x									x			x								x
NCHEC667/ NCHEC671			x									x			x									x			x								x

Political Economy I & II																																			
NCHEC601A/ NCHEC654 Finance I & II			x									x			x									x			x								x
NCHEC668/ NCHEC669 Quantitative Research Methods I & Ii			x									x			x									x			x								x
NCHEC670 Research Design			x									x			x									x			x								x
NCHEC661 Dissertation			x									x			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 small group discussion
- Lectures
- Small group tutorials
- 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. 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 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. Sample and/or past examination papers, as well as examiners' reports, are available on the VLE to help students understand what is expected of them.

Students also have access to Senate House Library and online research resources, such as JStor and Jisc.

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, 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.

c) Many of the Economics courses 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.

d) A number of courses across the Economics 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).

e) Politics major students in their first year will undertake two pieces of coursework for Modern Political Thought with an emphasis on primary and secondary research. This research is supported by dedicated skills sessions and formative one-to-one tutorials. It is also formally reflected in the 'Teaching and Learning' section of the course descriptor, which stipulates a minimum of 20 hours of full-cohort lectures, 8 hours of group tutorials, and four 45-minute one-to-ones.

In addition, research skills particular to the writing of dissertations are taught in the lectures, seminars and tutorials for the Research Design and Dissertation courses.

ASSESSMENT

Assessment in Philosophy aims to examine:

- knowledge and understanding of central philosophical questions, texts, and debates;
- ability to reason rigorously, critically, creatively and autonomously;
- ability to express oneself clearly and precisely;
- ability to engage in a sustained piece of independent research.

Assessment in Politics aims to examine:

- knowledge and understanding of key problems and debates
- ability to reason rigorously, critically, creatively and autonomously
- the student's knowledge and understanding of frameworks and theories

- the student's ability to use his or her knowledge and understanding to produce new insights in the academic tradition, as well as other applications of said knowledge

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.

Courses are assessed in a variety of ways, including:

FORMATIVE:

- Tutorial essays and assignments
- Oral presentations
- Group tutorial/seminar performance/debates
- Briefing papers, blogs
- Tests or quizzes
- Short answers and problem sets
- Practice examinations

SUMMATIVE:

- Written examination
- Written assignment
- Dissertation
- Viva voce examination
- Portfolio
- Project (other than dissertation)
- Oral assignment
- Practical Skills
- Set exercises

Appendix D 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 strongly encouraged to inform the College of any medical conditions, disabilities, specific learning difficulties (SpLD) or neurological differences as soon as is practical. Students will be 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 in order to help us put in place appropriate support and accommodations. More information can be found in the Student Disability Policy 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 draft a Learning Support Plan (LSP) which outlines the support to be provided 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 work the student in preparing a LSP and will provide advice about accessing additional funding and support through the Disabled Students Allowance, where a student may be eligible.

For more information, please click here.

EMPLOYABILITY SKILLS

The study of philosophy cultivates skills that are employable across a range of sectors. These include the abilities to:

- Work independently, creatively, and to deadlines
- Conduct research and explore relevant existing knowledge
- Analyse, contextualise, and interpret complex ideas and materials
- Synthesise and evaluate information against a backdrop of uncertainty
- Solve problems through logical reasoning
- Present findings and opinions in a clear, structured manner, whether orally or in writing
- Engage in collaborative and constructive discussion

Skills fostered by the Politics and International Relations courses include:

- Communication skills (written and oral)
- Analytical skills
- Reading skills
- Research skills
- Critical thinking skills
- Organisation and time-management

Among the skills fostered by the Economics courses are:

- 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 practise 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 3rd 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

Title: BA (Hons) Philosophy, Politics and Economics Programme Specification **Approved by: Academic Board**					
Version number	Date approved	Date published	Head of Faculty	Location	Proposed next review date
1.2	February 2022	February 2022	Marianna Koli	Academic Handbook/programme specifications and handbooks/undergraduate programme specifications/ PPE BA (Hons) Specifications	April 2025
1.1	January 2021	February 2021	Marianna Koli	Academic Handbook/programme specifications and handbooks/undergraduate programme specifications	April 2025
1.0	June 2020	June 2020	David Mitchell	Academic Handbook > Programme Specifications and Handbooks	April 2025
Modifications (As per AQF4)					
Version number:	Date approved:	Date published:	Modification (including category number)		
1.1	January 2011	February 2011	Category 2: Programme structure changes.		
1.2	February 2022	February 2022	Category 1: Corrections/clarifications to documents which do not change approved content.		
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 Statements for Philosophy, for Politics and International Relations, and for Economics				

DISCLAIMER

The College has checked the information provided in this Programme Specification and will endeavour 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

endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable programme.

COPYRIGHT

The contents of this Programme Specification are the copyright of the College and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the College

APPENDIX A – MAP TO QAA SUBJECT BENCHMARK IN PHILOSOPHY

Threshold*	**Learning Outcomes**
Familiarity with the writings of some of the major philosophers.	K1, K2
Familiarity with some central theories and arguments in the fields of logic, metaphysics, epistemology or philosophy of mind, broadly understood.	K1, K2
Familiarity with some central theories and arguments in the fields of moral, political or social philosophy, broadly understood.	K1, K2
Some appreciation of the wide range of techniques of philosophical reasoning.	S1, S2
An ability to identify underlying issues in various debates.	S1, S2
Grasp of some philosophical problems, mentioning arguments for or against proposed solutions.	K1, S1
Understanding of the importance of careful interpretation of a variety of texts.	K2, S1
Views on the success of standard arguments.	K1
Familiarity with the use of specialised philosophical terminology.	K2, S1, S2
Awareness of the nature of sound arguments and logical fallacies.	K2, S2, T2
Appreciation of how generalisations can be supported or weakened by detailed discussion.	K2, S2, T2
Recognition of arguments on both sides of a philosophical question.	K2, S2, T2

APPENDIX B- MAP TO QAA SUBJECT BENCHMARK IN POLITICS & IR

Threshold*	Learning Outcomes
Describe and illustrate the nature of politics and international relations, including definitions of the boundaries of the political; the contested nature of knowledge and understanding; approaches to the study of politics and international relations; and key concepts, theories and methods employed in the study of politics and international relations.	K1, K3
Describe and illustrate (international) politics and political phenomena, including the normative and positive foundations of political ideas; the vocabulary of political debate; the structure and operation of different (international) political systems; the social, economic, cultural and historical contexts of political behaviour; and the factors accounting for political change.	K1
Recognise the ways in which key concepts, theories and methods are used to analyse political ideas, institutions and behaviour.	K1, K3
Describe and illustrate different interpretations of political issues and events.	S3
Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognise their ethical implications; and gather, organise and deploy evidence from a limited range of sources.	K1, S1, S3
Identify and investigate problems.	S1, T1, T3
Develop a reasoned argument and synthesise information.	S1, S3, T1, T3
Make use of constructive feedback.	T1
Manage their own learning with guidance and support.	T1
Communicate ideas, both orally and in writing.	T1
Use communication and information technologies for the retrieval and presentation of information.	T1
Undertake academic work with guidance and support.	T1, T3
Collaborate with others to achieve common goals.	T1

APPENDIX C - MAP TO QAA SUBJECT BENCHMARK IN ECONOMICS

Threshold*	**Learning Outcomes**
Demonstrate knowledge of economic concepts and principles.	K1, K4
Demonstrate knowledge of economic theory and modelling approaches.	K1, K4
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.	S1, S4
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.	K1, S1, T4
Know how to apply economic reasoning to policy issues.	K1, K4, S1, S4, T1, T4
Demonstrate knowledge in an appropriate number of specialised areas in Economics.	K1, K4, S1
Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution.	S1, S4, T4

APPENDIX D –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	(PPE)	demonstrate foundational knowledge of the questions, debates, approaches and/or theories in his/her chosen subject area, and some ability to apply these to practical or applied questions, scenarios and contexts where relevant; identify some inter-relations between the three subjects
K2a	(PH)	demonstrate foundational knowledge of questions, debates, theories, and concepts in core areas of philosophy and its history
K3a	(PIR)	show a basic understanding of how to apply theoretical models to existing debates
K4a	(EC)	master economic terminology and frameworks sufficiently for foundational understanding of economic policy, and carry out basic analysis using verbal, graphical, and statistical techniques

Subject-specific Skills

A student will be able to:

S1a	(PPE)	identify foundational concepts and arguments of philosophical, political, and economic inquiry; synthesise disparate material within subject boundaries; attempt simple applications of the acquired knowledge to policy questions as instructed; communicate foundational information, ideas, problems and solutions to both specialist and non-specialist audiences
S2a	(PH)	engage critically with the set material, using a basic range of philosophical devices
S3a	(PIR)	acquire some grasp of inter-relatedness with other disciplines and practices, crossing traditional subject boundaries
S4a	(EC)	identify key parameters in basic kinds of social or economic problem, express the conceptual origins and practical constraints of such problems, and solve them in a logical manner consistent with the conventions of Economics

Transferable Skills

A student will be able to:

T1a	(PPE)	show judgement in the face of complexity and uncertainty; produce clear and persuasive presentations
T2a	(PH)	work independently and to deadlines; organise information clearly, question assumptions and evaluate competing arguments
T3a	(PIR)	critically evaluate so as to make judgements and identify a range of solutions

T4a (EC) demonstrate basic capacity to discriminate between various policy options that all have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and present findings competently

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 (PPE) demonstrate intermediate knowledge and understanding of the questions, debates, approaches and/or theories in his/her chosen subject area, and the ability to apply these to practical or applied questions, scenarios and contexts where relevant, using a method appropriate to the relevant academic field; demonstrate understanding of inter-relations between analytical approaches in the three subjects and the types of topics covered in each

K2b (PH) demonstrate intermediate knowledge and understanding of questions, debates, theories, and concepts in core areas of philosophy and its history

K3b (PIR) show intermediate understanding of how to apply theoretical models to existing debates

K4b (EC) master economic terminology and frameworks sufficiently for an intermediate understanding of economic policy, and carry out analysis using verbal, graphical, and statistical techniques

Subject-specific Skills

A student will be able to:

S1b (PPE) identify and apply key philosophical, political, and economic concepts and arguments; synthesise disparate material within subject boundaries, and begin to form the ability to synthesise across subject boundaries; perform simple applications of the acquired knowledge to policy questions where relevant; communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

S2b (PH) engage critically with the set material, using a range of philosophical devices

S3b (PIR) achieve an intermediate grasp of inter-relatedness with other disciplines and practices, crossing traditional subject boundaries

S4b (EC) identify key parameters in a range of types of social or economic problem, express the conceptual origins and practical constraints of such problems, and solve them in a logical manner consistent with the conventions of Economics

Transferable Skills

A student will be able to:

T1b (PPE) show discriminating judgement in the face of complexity and uncertainty; produce clear and persuasive presentations

T2b	(PH)	work independently, effectively and to deadlines; organise information clearly, question assumptions and evaluate competing arguments
T3b	(PIR)	critically evaluate so as to make judgements and identify a range of solutions
T4b	(EC)	demonstrate intermediate capacity to discriminate between various policy options that all have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and present findings competently

APPENDIX D - 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										
NCHPH407	Ethics	30	C	CD	100%	Exam				
NCHPH414	Logic: Formal and Philosophical	30	O	CD	30%	A	30%	A	40%	Exam
NCHPIR430	International Relations: Theory and Practice	30	C	CD	15%	Set & Oral	85%	Exam		
NCHPIR408	Modern Political Thought	30	O	CD	40%	A	60%	A		
NCHEC435	Introduction to Microeconomics	15	O	CD	100%	Exam				
NCHEC434	Introduction to Macroeconomics	15	O	CD	100%	Exam				
NCHEC401	Mathematics	15	O	CD	100%	Exam				
NCHEC402	Statistics	15	O	CD	100%	Exam				
NCHEC437	Principles of Microeconomics	15	O	CD	100%	Exam				
NCHEC436	Principles of Macroeconomics	15	O	CD	100%	Exam				
FHEQ Level 5										
NCHPH538	Early Modern Philosophy (Advanced)	30	C	CD	50%	A	50%	A		
NCHPH530	Ancient Philosophy	30	O	CD	50%	A	50%	A		
NCHPH515	Metaphysics	30	O	CD	100%	Exam				

NCHPIR507	Old Powers, New Powers	30	C	CD	25%	Oral	75%	Exam		
NCHPIR516	The EU in the World	30	O	CD	100%	Exam				
NCHEC533	Microeconomics I	15	O	CD	100%	Exam				
NCHEC534	Microeconomics II	15	O	CD	100%	Exam				
NCHEC501	Macroeconomics I	15	O	CD	100%	Exam				
NCHEC546	Macroeconomics II	15	O	CD	100%	Exam				
NCHEC540	Econometrics I	15	O	CD	100%	Exam				
NCHEC541	Econometrics II	15	O	CD	100%	A				
NCHEC543	Understanding Statistical Information	15	O	CD	100%	Exam				
NCHEC542	Economic Development	15	O	CD	20%	Oral	80%	A		
FHEQ Level 6										
NCHPH631	Advanced Ethics	30	O	CD	50%	A	50%	A		
NCHPH629	Aesthetics	30	O	CD	50%	A	50%	A		
NCHPH659	Kant and Post-Kantian Philosophy	30	O	CD	100%	Exam				
NCHPH633	Philosophy of Mind and Language	30	O	CD	100%	Exam				
NCHPH628	Political Philosophy	30	O	CD	50%	A	50%	A		
NCHPH616	Dissertation (Philosophy)	30	O	CD	100%	Diss + Oral				
NCHPIR609	International Organisations	30	C	CD	100%	Exam				

NCHPIR650	Politics Dissertation	30	O	CD	100%	Diss				
NCHEC665	Industrial Organisation	10	O	CD	50%	Oral	50%	A		
NCHEC662	Economics of Education	10	O	CD	100%	Exam				
NCHEC663	Economics of Financial Crises	10	O	CD	100%	A				
NCHEC664	Global Economic Policy	10	O	CD	100%	Exam				
NCHEC667	Political Economy in a Post Neoliberal World	15	O	CD	40%	A	60%	Exam		
NCHEC671	Political Economy and Globalisation	15	O	CD	40%	A	60%	Exam		
NCHEC601A	Finance I	15	O	CD	100%	Exam				
NCHEC654	Finance II	15	O	CD	100%	Exam				
NCHEC670	Research Design	10	O	CD	100%	A				
NCHEC661	Dissertation (Economics)	20	O	CD	80%	Diss	20%	Oral		
NCHEC668	Quantitative Research Methods I	15	O	CD	100%	Exam				
NCHEC669	Quantitative Research Methods II	15	O	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