

BA (Hons) Philosophy with History Programme Specification

Award and Programme Title	BA (Hons) Philosophy with History	UCAS Code	K179
Programme Level	Level 6	HECoS Code	100337 100302
Relevant QAA Benchmark Statements	Philosophy	Programme Code	NCHPHHIBF
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

In the Philosophy major, 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.

In History your teaching will consist of weekly lectures and seminars, followed by two-to-one or one-to-one tutorials for which you will normally have to prepare an essay or other task. In your first year you will study the course World History, which will enable you to gain a broad overview of British and World history from the beginning of recorded history to the present day, while also developing the skills necessary to conduct historical research. In your second and third year you will have the opportunity to choose from a range of courses offering more in-depth fields of study, from the history of the crusades to the use of history in the media and heritage industry.

STRUCTURE OF THE PHILOSOPHY MAJOR (270 CREDITS)

FIRST YEAR (LEVEL 4)

Compulsory Courses:

NCHPH407 Ethics (30 credits)

NCHPH414 Logic: Formal and Philosophical (30 credits)

NCHPH432 Early Modern Philosophy (30 credits)

SECOND YEAR (LEVEL 5)

Compulsory Courses:

NCHPH530 Ancient Philosophy (30 credits)

NCHPH513 Epistemology and Philosophy of Science (30 credits)

NCHPH515 Metaphysics (30 credits)

THIRD YEAR (LEVEL 6)

Compulsory course:

NCHPH616 Philosophy Dissertation (30 credits)

Optional courses (students select TWO of the following¹):

NCHPH631 Advanced Ethics (30 credits)

NCHPH629 Aesthetics (30 credits)

NCHPH659 Kant and Post-Kantian Philosophy (30 credits)

NCHPH633 Philosophy of Mind and Language (30 credits)

NCHPH628 Political Philosophy (30 credits)

STRUCTURE OF THE HISTORY MINOR (90 CREDITS)

First Year: NCHHI406 Britain and the Wider World (30 credits) (2020 entry only)
NCHHI468 World History (30 credits) (2021 entry onwards)

Second Year²: NCHHI505 History, Heritage and Memory (30 Credits) **OR**
NCHHI511 The City in American Political Life (30 Credits) **OR**
NCHHI519 The Long Civil Rights Movement (30 credits) **OR**
NCHHI544 From the Enlightenment to the Cold War: Political Thought from Rousseau to Arendt (30 credits) **OR**

¹ 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.

² 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.

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

Third Year³: NCHHI672 Dissertation (30 credits) **OR**

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

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

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

NCHHI674 The City in American Political Life Level 6⁴ (30 credits) **OR**

NCHHI675 The Long Civil Rights Movement Level 6⁵ (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 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

Philosophy Major: None

History Minor: None

RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the College's [Recognition of Prior Learning and Credit Transfer Policy](#).

AIMS OF THE PROGRAMME

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

- Cultivate an engaged appreciation of some of the central questions of philosophy; foster extensive knowledge and understanding of the ideas and arguments of

³ 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.

⁴ If you have previously studied this course at Level 5 you cannot study this course at Level 6.

⁵ If you have previously studied this course at Level 5 you cannot study this course at Level 6.

major figures in the history of philosophy, and the challenges these face; and teach students the languages, patterns, and concepts, of elementary logic.

- 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 logic and 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 aim of the minor (History) part of the programme is to:

- Provide students with an understanding of the shape of human history and the skills necessary to investigate it.

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.
- Advance students' understanding and abilities in these two disciplines and facilitate exploration of relationships between them (particularly through individual tutorials and the Dissertation)

LEARNING OUTCOMES

[Philosophy (PH); History (HI)]

KNOWLEDGE AND UNDERSTANDING

A student will be able to:

- K1c (PH) Demonstrate sound knowledge and sophisticated understanding of key questions and debates in core areas of philosophy such as epistemology, ethics, and metaphysics.
- K2c (PH) Show detailed engagement with the texts and theories of key figures in the history of philosophy.
- K3c (PH) Show knowledge and understanding of logical symbols, concepts, and truth-preserving patterns of inference.
- K4c (HI) Command a substantial and varied body of historical knowledge and understanding.

SUBJECT-SPECIFIC SKILLS

A student will be able to:

- S1c (PH) Clarify, situate, and synthesise philosophical ideas and arguments from a variety of periods and traditions.

- S2c (PH) Engage critically with unfamiliar material: identify and show fluency with a range of inference patterns; employ philosophical devices such as argument by analogy to articulate, challenge, and develop alternative positions.
- S3c (PH) Apply the devices of formal logic to express or develop lines of argument.
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.
- S4c (HI)

TRANSFERABLE AND PROFESSIONAL SKILLS

A student will be able to:

- T1c (PH) Work independently, effectively, and to deadlines.
- T2c (PH) Select and synthesise information, question assumptions, and critically evaluate competing arguments.
- T3c (PH) Communicate clearly, precisely and coherently in written and spoken form.
- T4c (PH) Engage in a sustained piece of independent research.
- T5c (HI) Develop a comprehensive understanding of a distinct topic and be able to produce written communications on this with a high degree of fluency and reflexivity.

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

COURSE TITLE	KNOWLEDGE AND UNDERSTANDING												SUBJECT-SPECIFIC SKILLS										TRANSFERABLE AND PROFESSIONAL SKILLS																	
	K1 a	K1 b	K1 c	K2 a	K2 b	K2 c	K3 a	K3 b	K3 c	K4a b	K4b c	K4 c	S1 a	S1 b	S1 c	S2 a	S2 b	S2 c	S3 a	S3 b	S3 c	S4a a	S4b b	S4 c	T1 a	T1b c	T1 c	T2a a	T2b b	T2 c	T3a a	T3b b	T3 c	T4a a	T4b b	T4 c	T5a a	T5b b	T5 c	
FHEQ Level 4																																								
NCHPH407 Ethics	X			X									X			X												X			X									
NCHPH414 Logic: Formal and Philosophical	X						X						X			X			X									X			X									
NCHPH432 Early Modern Philosophy	X			X			X						X			X			X									X			X									
NCHHI406 Britain and the Wider World	X			X									X			X			X									X			X									
NCHHI468 World History													X																X									X		
FHEQ Level 5																																								
NCHPH530 Ancient Philosophy		X			X								X			X			X									X			X						X			
NCHPH513 Epistemology and Philosophy of Science		X			X			X					X			X			X									X			X						X			
NCHPH515 Metaphysics		X			X			X					X			X			X									X			X						X			

BA (HONS) PHILOSOPHY WITH HISTORY PROGRAMME SPECIFICATION

NCHPH633 Philosophy of Mind and Language		X		X		X			X		X		X			X		X		X			
NCHPH628 Political Philosophy			X		X					X		X		X			X		X		X		
NCHHI672 Dissertation								X							X								X
NCHHI613 'Heap of Shot or Pot of Treacle?'								X							X								X
NCHHI677 The Crusades and the Expansion of Europe									X							X							X
NCHHI673 Cross- Cultural Encounters in the Early Modern World									X							X							X
NCHHI674 The City in American Political Life Level 6									X							X							X
NCHHI675 The Long Civil Rights Movement Level 6									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 and/or other assignments submitted by the student, with written and/or oral feedback on their progress)
- Lectures/seminars
- Informal discussion groups (including online discussion)
- Consolidation and revision sessions
- Examinations and internal examiners' reports
- Independent study and research

The style of teaching at the College exposes students to lectures/seminars that capture their interest and excite their curiosity. These teaching sessions are designed to allow interactivity and periods of discussion and questioning (throughout or at the end, as appropriate).

Tutorials enable unparalleled focus on the individual student, prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback, in written and/or oral format, 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. The third-year dissertation course allows students to develop their thinking in collaboration with a supervisor.

RESOURCES

The student 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, supplementary materials as well as interact with the course teachers and peers.

Coursework and summative tasks are also submitted via this platform. Students have access to Northeastern University Library digital resources and online academic resources, such as JSTOR and the OED. Students at the College can apply for membership of Senate House Library, the British Library and the City of London libraries. 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, and where the syllabus allows for it, teaching is allocated in line with research interests and expertise. Faculty also 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 the programme, students are inducted on the use of the Northeastern University online library and other electronic resources relevant to the programme.

- b) Once students have had some experience of writing essays, and have acquired the appetite to improve their research skills), first-year students receive Collegewide 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.[1]

In addition, research skills particular to the writing of dissertations are taught in the lectures and tutorials for the Philosophy Dissertation course.

ASSESSMENT

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.
- The ability to engage in a sustained piece of independent research.

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.

Courses are assessed in a variety of ways, including:

FORMATIVE:

- Tutorial essays and assignments
- Oral presentations
- Examinations

SUMMATIVE:

- Written examinations
- Written assignments
- Dissertation and viva

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 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

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 marketing, writing and presenting, 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, Student-Staff Liaison Committee and annual student satisfaction surveys, including external independent survey, such as 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 with History Programme Specification Approved by: Academic Board Location: Academic Handbook/programme specifications and handbooks/undergraduate programme specifications/ Philosophy BA (Hons) Specifications					
Version number	Date approved	Date published	Head of Faculty	Proposed next review date	Modification (As per AQF4) & category number
1.3	March 2022	March 2022	Brian Ball	April 2025	Category 1: Corrections/clarifications to documents which do not change approved content.
1.2	February 2022	February 2022	Brian Ball	April 2025	Category 1: Corrections/clarifications to documents which do not change approved content.
1.1	January 2021	January 2021	Brian Ball	April 2025	Category 1: Corrections/clarifications to documents which do not change approved content.
1.0	June 2020	June 2020	Brian Ball	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 Art 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.

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 PHILOSOPHY SUBJECT BENCHMARK

Threshold*	Learning Outcomes
Familiarity with the writings of some of the major philosophers.	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.	K3, S2, S3
An ability to identify underlying issues in various debates.	S1, S2, T2
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, S2, S3,
Awareness of the nature of sound arguments and logical fallacies.	K3, S2, S3, T2
Appreciation of how generalisations can be supported or weakened by detailed discussion.	K3, S2, S3, T2
Recognition of arguments on both sides of a philosophical question.	K1, S2, T2

*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 (PH) Show awareness and basic appreciation of key questions and debates in core areas of philosophy such as epistemology, ethics, and logic.
- K2a (PH) Show familiarity with the texts and theories of thinkers such as Plato, Aristotle, Descartes, Berkeley, and Hume, and some more recent thinkers.
- K3a (PH) Recognise and provide basic interpretations of logical symbols and concepts
- K4a (HI) Appreciate the complexity of reconstructing the past.

Subject-specific Skills

A student will be able to:

- S1a (PH) With guidance, interpret philosophical ideas and arguments from a period or tradition.
- S2a (PH) With guidance, identify and employ some basic philosophical devices and a limited range of argument forms.
- S3a (PH) With guidance, translate natural language arguments into formal logic and vice versa.
- S4a (HI) Read and reflect contextually upon contemporary and secondary texts and other non-textual sources.

Transferable Skills

A student will be able to:

- T1a (PH) Work to deadlines.
- T2a (PH) Select and organize information and recognise competing arguments.
- T3a (PH) Produce clear presentations.
- T4a (HI) Produce written work that demonstrates acceptable standards of organisation, relevance, expression and referencing.

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 (PH) Show engaged awareness and appreciation of a range of questions and debates in areas of philosophy such as epistemology, ethics, logic, and metaphysics.
- K2b (PH) Show engaged awareness and appreciation of texts and theories of thinkers such as Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Kant, and a range of more recent thinkers.
- K3b (PH) Recognise and engage readily with logical symbols and concepts.
- K4b (HI) Appreciate the complexity of reconstructing the past and the problematic nature of historical evidence.

Subject-specific Skills

A student will be able to:

- S1b (PH) Interpret philosophical ideas and arguments from a variety of periods and traditions.
- S2b (PH) Identify and employ a range of philosophical devices and argument forms to support or challenge stated positions.
- S3b (PH) With guidance, use the devices of formal logic to express or develop lines of argument.
- S4b (HI) Read, analyse and reflect contextually upon contemporary and secondary texts and other non-textual sources.

Transferable Skills

A student will be able to:

- T1b (PH) Work to deadlines.
- T2b (PH) Select and organize information and recognise competing arguments.
- T3b (PH) Produce clear presentations.
- T4b (HI) Produce written work to high standards of organisation, relevance, clarity of expression and referencing.

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										
NCHPH407	Ethics	30	C	CD	100%	Exam				
NCHPH414	Logic: Formal and Philosophical	30	C	CD	30%	A	30%	A	40%	Exam
NCHPH432	Early Modern Philosophy	30	C	CD	50%	A	50%	A		
NCHHI468	World History	30	C	CD	50%	A	50%	A		
FHEQ Level 5										
NCHPH530	Ancient Philosophy	30	C	CD	50%	A	50%	A		
NCHPH513	Epistemology and Philosophy of Science	30	C	CD	50%	A	50%	A		
NCHPH515	Metaphysics	30	C	CD	100%	Exam				
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				
FHEQ Level 6										

NCHPH616	Philosophy Dissertation	30	C	CD	100%	Diss + Oral				
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		
NCHHI672	Dissertation	30	O	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				

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