

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BA Hons
<b>4</b>	<b>Programme Title</b>	Philosophical Studies of Knowledge and Human Interests
<b>5</b>	<b>UCAS/Programme Code</b>	V000
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Philosophy
<b>8</b>	<b>FHEQ Level</b>	Level 6
<b>9</b>	<b>Date written/revised</b>	May 2010

**10 Programme Aims**

1 to establish the notion of knowledge as a system of thought grounded in culture, in the human condition, and apply it to contemporary learning and communication practices. It takes as its working hypothesis that ours is an integral culture, struggling to overcome its anthropocentric prejudices, and one in which religious, philosophical, scientific, political, and aesthetic traditions originating in a variety of geographic, ethnic and time domains coexist and interpenetrate each other.

2 To introduce knowledge paradigms which cut across the scientific boundaries via concepts such as autonomy, self rationality, truth, opinion, scientific methodology, space, time, nature, reality and representations of reality, beautiful and sublime, postmodernism, virtual reality and computerisation.

3 To establish science, and scientific rationality, as an evolving and ever-present cultural force, as a parallel and complementary agent (to the social sciences) in the process of developing the relation between the human being and its environment. It in turn sees social models as a reflection of (a succession of) philosophical approaches to nature, of the relation of human beings to things.

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

**Knowledge and Understanding**

On completing the programme students should:

A1 Be aware of key knowledge systems and philosophical systems of thought and their relation to culture.

A2 Be aware of the way in which knowledge systems have been shaped by techno-scientific developments.

**Teaching and Learning Methods**

The primary method for introducing knowledge systems and philosophical systems of thought (A1) is through lecture courses taught in each Stage of the programme. The relation between knowledge systems and culture is explored within lecture courses and by the provision of the project modules.

The way knowledge systems have been shaped by techno-scientific developments (A2) is conveyed through modules such as PHI2001 *Knowledge and Human Interests* and PHI2002 *Cultural Contradictions of Scientific Rationality*.

<b>Assessment Strategy</b>
Students will establish their appreciation of learning practices in the context of knowledge processing through writing essays and contributing to seminar discussions and through the extended projects PHI2004 and PHI3004.
<b>Intellectual Skills</b>
On completing the programme students should be able to:
. <i>Cognitive skills</i> B 1 develop a way of seeing knowledge as a reflection of the evolving relation between humans and things, between humans and their natural environment with a view to overcoming outmoded anthropocentric attitudes. B 2 develop an appreciation of learning and learning practices in contemporary society.
<b>Teaching and Learning Methods</b>
Students will develop a concept of knowledge that is based on the relationship between humans (B1) in the lecture module PHI1001 <i>European Philosophical Traditions</i> and PHI2001 <i>Knowledge and Human Interests</i> as well as the extended projects PHI1004, PHI2004 and PHI3004. In PHI2004 and PHI3004, they will in addition (B2) develop an appreciation of learning and learning practices in contemporary society.
<b>Assessment Strategy</b>
Students will develop their appreciation of the relation between humans and things, between humans and their natural environment reaching beyond anthropocentric attitudes (B1) and develop an appreciation of learning and learning practices in contemporary society through the extended projects PHI1004, PHI2004 and PHI3004 (B2).
<b>Practical Skills</b>
On completing the programme students should be able to:
C1 develop a portfolio of evaluative, orientational and communication skills relevant for operating knowledge networks and related institutional structures, particularly concerning the process of learning, its delivery and integration with other processes. C2 place learning practices in the context of knowledge processing and communication peculiar to the information society
<b>Teaching and Learning Methods</b>
Students are taught a range of relevant evaluative, orientational and communications skills (C1) in a progressive way through the programme. In Stage 1 they are taught to evaluate philosophical ideas in the modules PHI1001 <i>European Philosophical Traditions</i> , PHI1002 <i>Selected Texts in Philosophy</i> and in the associated module PHI1003 <i>Critical Reasoning</i> . In Stages 2 and 3, this aspect of the teaching continues particularly in the modules PHI2003 <i>Modern Philosophy I: Ethical Thought</i> , and in Stage 3 in the module PHI3003 <i>Modern Philosophy II: Language and Thought</i> .
Students are taught learning practices in the context of knowledge processing (C2) particularly in the compulsory module PHI2001 and through the extended projects PHI1004, PHI2004 and PHI3004 and through the optional module PHI3006 <i>The Networked Society</i> .
<b>Assessment Strategy</b>
All work is evaluated through continuous assessment that is the most appropriate format for the discursive approach required in the module. Continuous assessment is in the form of essays, portfolios of work and dissertations.

<b>Transferable/Key Skills</b>
On completing the programme students should be able to:
D1 develop IT skills and D2 the ability to communicate effectively in writing and orally in a way appropriate to the audience.
<b>Teaching and Learning Methods</b>
Students will learn IT skills through 'hands on' experience. Written communications skills will be learnt through the completion of essays and project reports. Oral communications skills are learnt through practice in the group environment.
<b>Assessment Strategy</b>
The evaluation of continuous assessment throughout the programme inherently contains an assessment of written communications skills.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

#### Stage 1

*Compulsory modules 80 credits*

PHI1001	European Philosophical Traditions	(20)	Compulsory
PHI1002	Selected Texts in Philosophy	(20)	Compulsory
PHI1003	Critical Reasoning	(20)	Compulsory
PHI1004	Stage 1 Project	(20)	Compulsory

*Option Modules 40 credits*

CAC1015	How Should I live? An Introduction to Ancient Moral Philosophy	(40)	Options
PHI1005	The World and I: Sources of the Self	(20)	Option
PHI1006	Our View of the Universe	(10)	Option
PHI1007	Faith, Reason and the Cosmos	(10)	Option

#### Stage 2

*Compulsory modules 40 credits*

PHI2003	Modern Philosophy 1: Ethical Thought	(20)	Compulsory
PHI2001	Knowledge and Human Interests	(10)	Compulsory
PHI2002	Cultural Contradictions of Scientific Rationality	(10)	Compulsory

*Compulsory Project 40 credits*

PHI2004	Projects	(40)	Compulsory
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*Option Modules 40 credits*

PHI2005	Consciousness, Art and Technology	(40)	Options
PHI2006	Ethics of the Natural and Human Environment	(20)	Option
PHI2009	The Living Universe	(20)	Option

#### Stage 3

*Compulsory modules 40 credits*

PHI3001	Signs of the Times I	(10)	Compulsory
PHI3002	Signs of the Times II	(10)	Compulsory
PHI3003	Modern Philosophy II: Language and Thought	(20)	Compulsory

*Compulsory Project 40 credits*

PHI3004	Projects	(40)	Compulsory
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*Option Modules 40 credits*

PHI3005	Knowledge, Power and Desire	(40)	Options
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PHI3006	The Networked Society: Human Identity and Practices	(20)	Option
PHI3007	Cosmology Today	(10)	Option
PHI3008	Project based on Cosmology Today	(10)	Option

The programme is studied over three years full time.

The programme is divided into three Stages. Each Stage requires the study of modules with a total credit value of 120. Each credit requires a total student effort of 10 hours that may include lectures, coursework, seminars, private study and revision.

Stage 1 lays the groundwork for the programme. The introductory 20 credit module PHI1001 on *European Philosophical Traditions* and its associated project provides students a firm foundation of the basis of western philosophy. The module *Selected Texts* in Philosophy PHI1002 and the matching *Critical Reasoning* (PHI1003) offers a systematic approach to gaining knowledge from primary sources. Students can widen their learning experience further by selecting modules from any department with the advice of their tutor. PHI1005 *The World and I* is offered as a 20 credit option by Philosophical Studies.

Stage 2 contains a core of 40 credits of essential material in PHI2003 PHI2001, and PHI2002. The 40 credits project PHI2004 provides a practical bond between conceptual and applied aspects of the Stage 2 curriculum. Students are encouraged to broaden their learning experience through optional modules. PHI2005 *Consciousness, Art and Technology* and PHI2006 *Ethics of the Natural and Human Environment* are offered as 20 credit modules by Philosophical Studies.

Stage 3 contains a core of 40 credits of essential material in PHI3003, PHI3002, PHI3001. The 40 credits project PHI3004 provides a practical bond between conceptual and applied aspects of the Stage 3 curriculum. Students are encouraged to broaden their learning experience through optional modules. PHI3005 *Knowledge, Power and Desire* and PHI3006 *The Networked Society: Human Identity and Practices* are offered as 20 credit modules by Philosophical Studies. PHI3007 *Cosmology Today* is offered as a 10 credit module with the opportunity for these students to do a further 10 credit project module PHI3008.

Progression through to Stages 2 and 3 is dependent on obtaining an overall mark of at least 40 in the preceding Stage. Compensation of marginally failing marks is allowed by the regulations. Two resit attempts are allowed.

#### **Key features of the programme (including what makes the programme distinctive)**

Particular features of the programme are

- (i) it is a broadly based interdisciplinary programme,
- (ii) options offer ample opportunity to explore aspects of interest to particular students,
- (iii) the projects in Stages 2 and 3 offer an exceptional opportunity for self development.

#### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

### **13 Criteria for admission**

#### *Entry qualifications*

ABB from 18 units including two A levels. General Studies accepted.

AABBB at Scottish Higher. Combinations of Highers and Advanced Highers are accepted. I.B. A minimum of 32 points is required with three subjects at Higher Level grade 5 or above. Irish Leaving Certificate: BBBB. No special subjects are required.

Access Qualifications: There are no specific subjects but achievement must be at least at credit level in all modules.

*Admissions policy/selection tools*

To offer a place, without discrimination, to suitably qualified applicants who have an academic interest in the programme.

*Non-standard Entry Requirements*

Non-standard entrants are interviewed.

*Additional Requirements*

None

*Level of English Language capability*

Native fluency

**14 Support for Student Learning**

*Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

*Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Development Centre.

*Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

*Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

*Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support

arrangements; a resources room with equipment and software to assist students in their studies.

*Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

**15 Methods for evaluating and improving the quality and standards of teaching and learning**

*Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

*Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

*External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

*Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

*Accreditation reports*

N/A

*Additional mechanisms*

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 40 (Undergraduate programmes)

The pass mark is 50 (Postgraduate programmes)

### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stages 2 and 3 is 50:50.

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

### **Summary description applicable to postgraduate Masters programmes**

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/> or <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.



## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

<b>Intended Learning Outcome</b>	<b>Module codes (Compulsory in Bold)</b>
A1	<b>All Philosophical Studies modules in each stage of the programme.</b>
A2	<b>PHI2001, PHI2002</b>
A3	
A4	
B1	<b>PHI1001, PHI1004, PHI2001, PHI2004, PHI3004, PHI3007, PHI3008</b>
B2	<b>PHI2004, PHI3004, PHI3008</b>
B3	
B4	
C1	<b>PHI1001, PHI1002, PHI1004, PHI1003, PHI2003, PHI2004, PHI3003, PHI3004</b>
C2	<b>PHI2001, PHI2004, PHI3004, PHI3006, PHI3007, PHI3008</b>
C3	
C4	
D1	<b>All Philosophical Studies modules in each stage of the programme</b>
D2	<b>All Philosophical Studies modules in each stage of the programme</b>
D3	
D4	