

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BA Hons
4	<b>Programme Title</b>	Philosophical Studies of Knowledge and Human Interests
5	<b>UCAS/Programme Code</b>	V000
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Philosophy
8	<b>FHEQ Level</b>	Level 6
9	<b>Date written/revised</b>	May 2013

### 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.

<b>Learning and Teaching Methods</b>
<p>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.</p> <p>The way knowledge systems have been shaped by techno-scientific developments (A2) is conveyed through modules such as PHI2001 <i>Knowledge and Human Interests</i> and PHI2002 <i>Cultural Contradictions of Scientific Rationality</i>.</p>
<b>Assessment Strategy</b>
<p>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.</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p><i>Cognitive skills</i></p> <p>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.</p> <p>B 2 develop an appreciation of learning and learning practices in contemporary society.</p>
<b>Learning and Teaching Methods</b>
<p>Students will develop a concept of knowledge that is based on the relationship between humans (B1) in the lecture modules PHI1010/11 <i>European Philosophical Traditions Parts I and II</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.</p>
<b>Assessment Strategy</b>
<p>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).</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>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.</p> <p>C2 place learning practices in the context of knowledge processing and communication peculiar to the information society</p>
<b>Learning and Teaching Methods</b>
<p>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 PHI1010/11 <i>European Philosophical Traditions Parts I and II</i>, PHI1002 <i>Philosophy and Religion</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>Ethics and the Modern World</i>, and in Stage 3 in the module PHI3003 <i>Meaning, Truth and Language</i>.</p>

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 *The Networked Society*.

#### **Assessment Strategy**

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.

#### **Transferable/Key Skills**

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.

#### **Learning and Teaching Methods**

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.

#### **Assessment Strategy**

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*

PHI1002	Philosophy and Religion	(20)	Compulsory
PHI1003	Critical Reasoning	(20)	Compulsory
PHI1004	Stage 1 Project	(20)	Compulsory
PHI1010	European Philosophical Traditions I: Knowledge, Reality, Truth	(10)	Compulsory
PHI1011	European Philosophical Traditions II: Moral Philosophy and Human Nature	(10)	Compulsory

*Option Modules 40 credits*

CAC1015	How Should I live? An Introduction to Ancient Moral Philosophy	(20)	Option
PHI1005	Existentialism and the Self	(20)	Option

#### **Stage 2**

*Compulsory modules 40 credits*

PHI2001	Knowledge and Human Interests	(10)	Compulsory
PHI2002	Cultural Contradictions of Scientific Rationality	(10)	Compulsory
PHI2003	Ethics and the Modern World	(20)	Compulsory

*Compulsory Project 40 credits*

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

PHI2006	Philosophy, Culture and Society	(20)	Option
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PHI2013	The Making of the Digital Age: an Introduction	(20)	Option
NCL2007	Career Development Module for Second Year Students	(20)	Option

### Stage 3

*Compulsory modules 40 credits*

PHI3001	Political Philosophy 1: Legitimacy and Reason	(10)	Compulsory
PHI3002	Political Philosophy 2: Postmodern Political Thought, Domination and Resistance	(10)	Compulsory
PHI3003	Meaning, Truth and Language	(20)	Compulsory

*Compulsory Project 40 credits*

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

PHI3006	The Networked Society: Human Identity and Practices	(20)	Option
PHI3011	Knowledge and the Human Condition: Personal Pathways of Being and Doing in the 21 <sup>st</sup> Century	(20)	Option
NCL3007	Career Development for Final Year Students	(20)	Option
NCL3008	Advanced Career Development	(20)	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 10 credit modules PHI1010 and PHI1011 on *European Philosophical Traditions* and their associated project provides students a firm foundation of the basis of western philosophy. The module *Philosophy and Religion* PHI1002 and the matching *Critical Reasoning* (PHI1003) offer 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 *Existentialism and the Self* 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. PHI2006 *Philosophy, Culture and Society* and PHI2013 *The Making of the Digital Age: an Introduction* 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. PHI3006 *The Networked Society: Human Identity and Practices* and PHI3011 *Knowledge and the Human Condition: Personal Pathways of Being and Doing in the 21<sup>st</sup> Century* are offered as 20 credit modules by Philosophical Studies.

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.

<b>Key features of the programme (including what makes the programme distinctive)</b>
<p>Particular features of the programme are</p> <ul style="list-style-type: none"> <li>(i) it is a broadly based interdisciplinary programme,</li> <li>(ii) options offer ample opportunity to explore aspects of interest to particular students,</li> <li>(iii) the projects in Stages 2 and 3 offer an exceptional opportunity for self development.</li> </ul>
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>

<b>13 Criteria for admission</b>
<p><i>Entry qualifications</i></p> <p>AAB/ABB from 18 units including two A levels. General Studies accepted.</p>
<p>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: A1,A1,A1,A2. No special subjects are required. Access Qualifications: There are no specific subjects but achievement must be at least at credit level in all modules.</p>
<p><i>Admissions policy/selection tools</i></p>
<p>To offer a place, without discrimination, to suitably qualified applicants who have an academic interest in the programme.</p>
<p><i>Non-standard Entry Requirements</i></p>
<p>Non-standard entrants are interviewed.</p>
<p><i>Additional Requirements</i></p> <p>None</p> <p><i>Level of English Language capability</i></p> <p>Native fluency</p>

<b>14 Support for Student Learning</b>
<p>The Student Services portal provides links to key services and other information and is available at: <a href="http://www.ncl.ac.uk/students/">http://www.ncl.ac.uk/students/</a></p> <p><i>Induction</i></p> <p>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.</p>

### *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 and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\*

A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. 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 Student Union 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 team 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

#### *External Examiner reports*

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

#### *Student evaluations*

All modules and stages\* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

\*With the exception of intercalating years and the final stages of undergraduate programmes.

#### *Mechanisms for gaining student feedback*

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

#### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

#### *Accreditation reports*

#### *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 Learning, Teaching and Student Experience 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: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <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

Intended Learning Outcome	Module codes (Compulsory in Bold)
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,</b>
B2	<b>PHI2004, PHI3004,</b>
B3	
B4	
C1	<b>PHI1001, PHI1002, PHI1004, PHI1003, PHI2003, PHI2004, PHI3003, PHI3004</b>
C2	<b>PHI2001, PHI2004, PHI3004, PHI3006,</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	