| **Programme specification for** | **BA Philosophical Studies:** |
| | **Knowledge and Human Interests** |

1	**Awarding institution**	University of Newcastle upon Tyne
2	**Teaching institution**	University of Newcastle upon Tyne
3	**Final award**	BA (Hons)
4	**Programme title**	Philosophical Studies: Knowledge and Human Interests
5	**Programme accredited by**	
6	**UCAS code**	V000
7	**QAA subject group**	

8	**Date of revision**	October 2004

9 Programme Aims

This is a project based programme positioned at the interface between knowledge generation and knowledge use, designed to respond to recent changes in the graduate job market.

The aim of this programme is to establish the notion of knowledge as a system of thought grounded in culture, in 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. It introduces 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, computerisation etc..

In particular, it establishes science, and scientific rationality, as an evolving and ever-present cultural force, as a parallel and complementary agent (to social sciences) in the process of developing the relation between man and his environment.

It in turn sees social models as a reflection of (a succession of) philosophical approaches to nature, of the relation of man to things.

Our graduates will have an awareness of the above ideas. They should be able to investigate them in depth and should develop a capacity for independent study through their project work.

Graduates from the programme should be capable of going on to further study or undertaking a variety of careers in commerce or the public sector.

Graduates will have attained standards that meet Level H of the HE Framework.

10(a)   Programme Intended Learning Outcomes

A   *Knowledge and understanding*
A 1 You will be introduced to key knowledge systems and philosophical systems of thought and their relation to culture.
A 2 You will be shown how knowledge systems have been shaped by techno-scientific developments.

B   *Subject specific / practical skills*
B 1 You will 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.
B 2 You will place learning practices in the context of knowledge processing and communication peculiar to the information society.

C   *Cognitive skills*
C 1 You will 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.
C 2 You will develop an appreciation of learning and learning practices in contemporary society.

D   *Key skills*
D 1 You will develop IT skills and
D 2 the ability to communicate effectively in writing and orally in a way appropriate to the audience.

10(b)   Teaching and Learning and Assessment Methods and Strategies

A   Knowledge and understanding

Teaching Strategy
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 with-in 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 PHY288 *Knowledge and Human Interests* and PHY296 *Cultural Contradictions of Scientific Rationality*.

Learning Strategy
Learning is promoted through the guided projects that relate to the taught lecture courses and by the 40 credits projects PHY286 and PHY386 that extend and enhance knowledge and understanding.

Assessment Strategy
The work is evaluated through essays and project reports.

B   Subject specific / practical skills

Teaching Strategy
Students are taught a range of relevant evaluative, orientational and communications skills (B1) in a progressive way through the programme. In Stage 1 they are taught to evaluate philosophical ideas in the modules PHY188 *European Philosophical Traditions*, PHY196 *Selected Texts in Philosophy* and in the associated module PHY197 *Seminars on Selected Texts*.
In Stages 2 and 3 , this aspect of the teaching continues particularly in the modules PHY285 *Modern Philosophy I: Ethical Thought*, and in Stage 3 in the module PHY385 *Modern Philosophy II*: Language and Thought .*Knowledge and Human Interests* PHY385.
Students are taught learning practices in the context of knowledge processing (B2) particularly in the compulsory module PHY288 *Knowledge and Human Interests* and in the optional module *The Networked Society.*

Learning Strategy
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 PHY286 and PHY386.

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.

C   Cognitive skills

Teaching Strategy
You will develop a concept of knowledge that is based on the relationship between humans (C1) in the lecture module PHY288 Knowledge and Human Interests.

Learning Strategy
Students will develop their appreciation of the relation between humans and things, between humans and their natural environment reaching beyond antropocentric attitudes (C1) and develop an appreciation of learning and learning practices in contemporary society through the extended projects PHY289 and PHY389.

Assessment Strategy
Cognitive skills are evaluated through continuous assessment.

D   Key (transferable) skills

Teaching Strategy
IT skills will introduced in induction sessions. Guidance in the use of IT is available during the programme. Guidance on written and oral communications is given within the modules.

Learning Strategy
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.

11   Programme Curriculum, Structure and Features

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 PHY188 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 PHY196 and the matching *Seminars on Selected Texts* (PHY197) 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.

Stage 2 contains a core of 40 credits of essential material in PHY285 PHY288, and PHY296. The 40 credits project PHY286 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.

Stage 3 contains a core of 40 credits of essential material in PHY385, PHY387,PHY388. The 40 credits project PHY386 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.

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.

Particular features of the programme are
(i) it is a broadly based inter disciplinary 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.

BA Hons Philosophical Studies: Knowledge and Human Interests

Programme Structure

Stage 1

Compulsory modules   80 credits

PHY188	European Philosophical Traditions	(20)	Compulsory
PHY196	Selected Texts in Philosophy	(20)	Compulsory
PHY197	Seminars on Selected Texts	(20)	Compulsory
PHY199	Project based on PHY188	(20)	Compulsory

Option Modules	*40 credits*	(40)	Options

Stage 2

Compulsory modules   40 credits

PHY285	Modern Philosophy 1: Ethical Thought	(20)	Compulsory
PHY288	Knowledge and Human Interests	(10)	Compulsory
PHY296	Cultural Contradictions of Scientific Rationality	(10)	Compulsory

Compulsory Project   40 credits

PHY286	Projects	(40)	Compulsory

Option Modules	*40 credits*	(40)	Options

Stage 3

Compulsory modules   40 credits

PHY388	Signs of the Times I	(10)	Compulsory
PHY387	Signs of the Times II	(10)	Compulsory
PHY385	Modern Philosophy II: Language and Thought	(20)	Compulsory

Compulsory Project   40 credits

PHY386	Projects	(40)	Compulsory

Option Modules	*40 credits*	(40)	Options

12   Criteria for Admission:

GCSEs required
No GCSEs are specified.

A-Level Subjects and Grades
ABC/BBB from 18 units including two A levels. General Studies accepted.

Alternative entry qualifications
AAAB 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: ABBBB. 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
To offer a place, without discrimination, to suitably qualified applicants who have an academic interest
in the programme.

Arrangements for non-standard entrants
Non-standard entrants are interviewed.

13   Support for Students and their Learning

Induction Sessions
An induction programme is provided for new students at the start of the academic year.
The aims and the learning outcomes of the programme of study are outlined and the way in which the
learning outcomes are achieved and assessed. There is an advice session to assist students in the
selection of suitable option modules. Students are shown the Robinson Library and are introduced to
their personal tutor.
Induction sessions are provided for students returning to Stages 2 and 3. In addition to the outline of
aims for the year and career these sessions contain specific advice relating to choice of optional
modules and how to prepare for project modules.

Study skills support
Self-tuition support is provided by the University Library. Where necessary, specific skills are offered
within the modules. Guidance is offered on study skills during induction.

Academic support
The Degree Programme Director gives general advice to all students at the start of the academic year.
Personal tutors offer further advice appropriate for individual students.
Access to Personal Tutor or Degree Programme Director throughout the year.
Access to the University Student Office regarding welfare or any problems that might affect students
progress.

Pastoral support
Each student is assigned a personal tutor who provides pastoral care,
advises on module selection and takes an overview of students' performance.
The University also offers students help from trained counsellors.

Students have access to the University Accommodation Office.
Access to the Student Union Society resources, notably the Welfare Officer.
Access to the University Careers Service

Support for Special Needs
The University Disability Unit offers help and advice through a Disability Officer.

Learning resources
Registered students have access to the Robinson Library and the facilities
of the University Computing Service*.*

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

The standards and quality of the programmes are monitored continually by reference to feedback
from staff, external examiners, students and programme reviews.

Module reviews
Modules are reviewed each year by module leaders in the light of the experience gained in teaching
the module, the contribution made by the module to the current programme, feedback from student
evaluation questionnaires.

Programme reviews
The content of the programme is reviewed regularly by the Board of Studies in Philosophical Studies.

External examiner reports
The programme and its methods of assessment are reviewed in the light of comment by the External
Examiner for the programme.

Accreditation reports
N/A

Student evaluations
The modules are reviewed by module leaders in the light of student comment in feedback
questionnaires and comments made in the Staff-Student Committee.

Feedback Mechanisms
A summary of the comments made by students about the modules in the previous year is reported to
the current students at the start of the module.

Faculty and University Review Mechanisms
The Board of Studies reviews the programme regularly to enhance and develop it. The Board
considers progression rates, degree classes achieved and graduate employment statistics.

Modules are reviewed annually.
Teaching standards are evaluated via the staff mentoring system. Staff-student committee fosters
improved student feedback on the quality of their teaching and learning experience.
Boards of Examiners review assessment and performance at each Stage of the degree programme.
The University has a regular system of Degree Programme Review.

15   Regulation of Assessment

Pass Marks
The pass mark in all modules is 40*.*

Course Requirements
Normally, students are required to pass all modules to progress from Stage 1 to Stage 2 and from Stage 2 to Stage 3. There are two resit opportunities*.*

Weighting of Stages
All modules at Stages 2 and 3 count towards the classification of the award.
Stage 2 and Stage 3 are weighted equally.

Common Marking Scheme
The University's common marking scheme is
70 or more-   First Class
60 - 69   Second Class (Division 1)
50 - 59   Second Class (Division 2)
40 - 49   Third Class
39 or less   Fail at honours level.

Role of the External Examiner
The External Examiner, who is a distinguished member of the academic community, is appointed by FTLC on the recommendation of the Board of Studies.

The External Examiner approves written questions that count towards honours, advises on their standard, vets their assessment and the assessment of project and other written work.
The External Examiner attends the meeting of the Board of Examiners normally held at the end of the academic year that advises on degree classifications and reports to the Vice-Chancellor on the conduct of the examining process and the comparability of the standards of the programme.

16   Indicators of Quality and Standards:

Professional Accreditation Reports
N/A

Internal Review Reports
Aspects of the programme have been scrutinised as part of the Combined Honours in Arts Subject Review.

Previous QAA Reports
None.

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 here is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

The University Prospectus

The Departmental Prospectus

The Degree Programme Handbook

The University Regulations

The Degree Programme Regulations