



## BA (Hons) Philosophy with Economics Programme Specification

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Programme Title & award	Bachelors of Arts (Honours) in Philosophy with Economics	UCAS Code	3K47
Programme Level	Level 6 (FHEQ)	HECoS Code	100337 100450
Relevant QAA Benchmark Statement	Philosophy Economics	Programme Code	BNCHPEF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	April 2017
Mode of Study	Full Time	Duration of Study	Three years

### PROGRAMME STRUCTURE

The degree is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are 12 weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in Economics, the minor subject, will be taught over the whole of the academic year. The courses in Philosophy, the major subject, may be taught in more concentrated periods through the year.

## STRUCTURE OF THE PHILOSOPHY MAJOR (270 credits)

The **Philosophy** major consists of nine courses:

### FIRST YEAR (LEVEL 4)

#### Core Courses:

- NCH407 Ethics (30 credits)
- NCH413 Modern Philosophy (30 credits)
- NCH414 Logic: formal and philosophical (30 credits)

### SECOND YEAR (LEVEL 5)

#### Core Courses:

- NCH513 Epistemology and Philosophy of Science (30 credits)
- NCH530 Ancient Philosophy (30 credits)
- NCH515 Metaphysics (30 credits)

### THIRD YEAR (LEVEL 6)

Choice of **TWO** out of an offering of at least three of the following options:

- NCH631 Advanced Ethics (30 credits)
- NCH629 Aesthetics (30 credits)
- NCH632 Kant to Nietzsche (30 credits)
- NCH633 Philosophy of Mind and Language (30 credits)
- NCH628 Political Philosophy (30 credits)

#### Core Course:

- NCH 616 Dissertation (Philosophy) (30 credits)

## STRUCTURE OF THE ECONOMICS MINOR (90 credits)

The **Economics** minor consists of three courses:

- First Year: NCH427 Economic Principles (30 credits)
- Second Year: NCH503 Economic Development (30 credits)
- Third Year: NCH602 Political Economy (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 December 31<sup>st</sup> of that academic year.

### GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, work samples, and interview performance, before making offers of places on its

programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

### **SPECIFIC ENTRANCE REQUIREMENTS**

Philosophy: None.

Economics 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 Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

### **AIMS OF THE PROGRAMME**

The Philosophy with Economics programme at the College is intended to advance students' understanding and abilities in these two disciplines and facilitate exploration of relationships between them (particularly through individual tutorials and the Dissertation). The central aim of the Philosophy major is to bring clarity 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 central aim of the Economics minor is to enable the student to think rigorously about economic theory and the causes, consequences and implications of economic events, trends and ideas.

### **KNOWLEDGE AND UNDERSTANDING**

The programme aims to:

- cultivate an engaged appreciation of the central questions of philosophy;
- foster extensive knowledge and understanding of the ideas and arguments of major figures in the history of western philosophy, and the challenges these face;
- teach students the languages, patterns, and concepts, of elementary formal logic;
- encourage the student to think rigorously about economic theory, and the origins of economic thought, and help the student understand economic conditions in different institutional, geographic and socioeconomic settings

### **SUBJECT-SPECIFIC SKILLS**

The programme aims to:

- develop students' ability to give clear analyses of complex positions;
- enable students to identify and apply key philosophical concepts and arguments in unfamiliar contexts;

- develop students' powers of logic and critical thinking;
- train students to formulate problems as an economist would, and to solve problems within the tradition of Economics, whilst understanding and appreciating the differences between academic disciplines.

### **TRANSFERABLE SKILLS**

The programme aims to:

- develop students' intellectual curiosity, self-awareness, and initiative;
- improve students' ability to organize and present ideas clearly, independently and persuasively;
- enable students to progress to postgraduate studies;
- develop students' ability to process ambiguity, and make informed choices and policy recommendations from available evidence.

### **LEARNING OUTCOMES**

#### **KNOWLEDGE**

[Philosophy (Ph); Economics (Ec)]

#### **KNOWLEDGE AND UNDERSTANDING**

The 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 historical figures such as Plato, Aristotle, Descartes, Berkeley, Hume and a range of more recent figures;
- K3c (Ph) show a sound grasp of logical symbols, concepts, and truth-preserving patterns of inference;
- K4c (Ec) master economic terminology and frameworks sufficiently to understand economic policy, and carry out analysis using verbal and graphical techniques.

#### **SUBJECT-SPECIFIC SKILLS**

The student will be able to:

- S1c (Ph) clarify, situate, and synthesize 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) employ the devices of formal logic to express or develop lines of argument;

- 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**

The student will be able to:

- T1c (Ph) work independently, effectively, and to deadlines;
- T2c (Ph) select and synthesize information, question assumptions, and critically evaluate competing arguments;
- T3c (Ph) produce clear and persuasive presentations (written and oral);
- T4c (Ph) engage in a sustained piece of independent research;
- T5c (En) discriminate between various policy options that all have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and present findings confidently.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statement - see [Appendix A](#). For learning outcomes of exit awards see [Appendix B](#).

**MAP OF COURSES TO LEARNING OUTCOMES**

Course Title	Knowledge & Understanding												Subject-specific Skills												Transferable Skills													
	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	T5c	
<b>FHEQ Level 4</b>																																						
Logic: Formal and Philosophical	•						•						•			•			•						•			•			•							
Modern Philosophy	•			•			•						•			•			•						•			•			•							
Ethics	•			•									•			•									•			•			•							
Economic Principles									•													•												•				
<b>FHEQ Level 5</b>																																						
Epistemology & Philosophy of Science		•			•			•						•			•			•						•			•			•						
Ancient Philosophy		•			•									•			•			•						•			•			•						
Metaphysics		•			•			•						•			•			•						•		•		•		•						
Economic Development										•													•												•			
<b>FHEQ Level 6</b>																																						
Advanced Ethics			•			•									•			•		•							•			•		•						
Kant to Nietzsche			•			•									•			•		•							•			•		•						
Philosophy of Mind & Language			•			•		•							•			•		•							•			•		•						
Aesthetics			•			•									•			•		•							•			•		•						
Political Philosophy			•			•									•			•		•							•			•		•						
Dissertation (Philosophy)			•			•		•							•			•		•							•			•		•				•		
Political Economy											•												•														•	

## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The Philosophy and Economics faculties make use of various teaching and learning strategies, including:

- Lectures
- Individual tutorials (based on an essay, which also receives written feedback)
- group tutorials (often involving a student presentation)
- Seminars (particularly for Logic)
- Informal discussion groups (including online discussion)
- Consolidation and revision seminars
- Examinations and examiners' reports
- Independent study and research

Lectures start from central texts and problems, and provide an overview of topics that will be discussed in more detail in other parts of the programme. They are designed to enable independent reading and research and to encourage lively, structured discussion in individual tutorials and groups. In individual tutorials, students receive detailed feedback on their weekly assignments. Tutorials also provide an opportunity for ideas and arguments to be approached from new angles so as to consolidate and review what has gone before.

The programme is designed to progress naturally over the three years. The later courses build on each other in content and style. Students will develop sophistication in their thinking as they work through them, and in their third-year dissertation they engage in a sustained piece of independent research under the guidance of a supervisor.

### RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

Sample and/or past examination papers, as well as examiners' reports, are available, on Moodle, to help students understand what is expected of them.

### WIDENING PARTICIPATION

The faculties are committed to widening participation in Philosophy with Economics both through outreach programmes and through teaching environments that are inclusive towards a variety of backgrounds and learning styles. The faculties visit a wide range of schools, host open lectures, engage with mass and social media and publish in accessible formats. With an emphasis on questions and lack of reliance on specific prior knowledge, the philosophy major programmes are well suited to widening participation and to offering effective support for supporting students from a variety of backgrounds. The individual tutorials are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles.

## RESEARCH

The faculties promote a lively, open, and interactive teaching environment, in which research and teaching are complementary. All members of the faculties have been chosen on the basis of their research activity, as well as their talents in teaching, and are encouraged to remain active in their research field, partly by being given an individual annual research budget and sabbatical leave. Teaching is allocated in line with research interests and expertise, and the faculties facilitate a wide range of academic and social events in which academics and students are brought together.

Students are taught research and digital literacy skills in three main ways:

- a) At the start of the first term, Philosophy tutors, Student Support administrators, and Senate House Library Philosophy subject librarians, give students inductions on primary Philosophy resources online, in College, and in the Senate House Library and other libraries. They also draw early attention to the need for critical evaluation of the relevance and quality of the articles and other material found through these methods.
- b) A little after this 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 Moodle. They cover topics from 'how to read philosophy' to 'basic referencing'.
- c) During the Michaelmas term of each of the three years of the Degree, the lecturer in one of the Philosophy courses makes a particular point of building in the teaching of digital literacy and research skills to their lectures. The skills taught become more sophisticated in each successive year, eventually going into the fine details of the layout of a scholarly article. Details of how this might be done appear in the course descriptors for: Ethics, Epistemology and Philosophy of Science, and the Dissertation course.

## ASSESSMENT

Assessment in Philosophy with Economics aims to test:

- 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;
- ability to absorb and engage with economic concepts, frameworks, and theories, and apply them to real-world socioeconomic issues.

Courses in Philosophy with Economics are assessed in a wide variety of ways, including:

### PHILOSOPHY MAJOR:

- Examinations
- Coursework
- Dissertation

- Viva

### **ECONOMICS MINOR:**

- Coursework Essays
- Examinations

[Appendix C](#) is the programme structure and assessment summary.

### **ASSESSMENT REGULATIONS**

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

### **STUDENT SUPPORT**

#### **DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)**

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. 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.

The Student Wellbeing Coordinator (SWC) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the SWC will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the SWC will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the SWC will discuss further support options with the student and their tutors. The SWC is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

#### **CAREERS EDUCATION, INFORMATION AND GUIDANCE**

The College [Careers](#) Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs [LAUNCH](#), which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. 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 briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

## QUALITY EVALUATION AND ENHANCEMENT

### AWARD STANDARDS

Every programme of study is developed and approved by the College's Academic Board and then validated by Solent University.

### REVIEW AND EVALUATION MECHANISMS

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.).

## ABOUT THIS DOCUMENT

<b>Head of Faculty for Bachelor of Arts (Honours) in Philosophy with Economics</b>	Dr Naomi Goulder
<b>Start date</b>	September 2017
<b>Date of approval</b>	November 2014
<b>Date(s) updated/amended</b>	April 2017 August 2018

**APPENDIX A – MAP TO QAA PHILOSOPHY SUBJECT BENCHMARK**

<b>Threshold*</b>	<b>Learning Outcomes</b>
Familiarity with the writings of some of the major philosophers.	K2, T1
Familiarity with some central theories and arguments in the fields of logic, metaphysics, epistemology or philosophy of mind, broadly understood.	K1, K2, K3, S1, S3, T1
Familiarity with some central theories and arguments in the fields of moral, political or social philosophy, broadly understood.	K1, K2, S1, S3, T1
Some appreciation of the wide range of techniques of philosophical reasoning.	K3, S2, S3
An ability to identify underlying issues in various debates.	S2, 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.	K1, K2, S1, T4
Views on the success of standard arguments.	K3, S2, S3, T2, T4
Familiarity with the use of specialised philosophical terminology.	K3, 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.	S1, 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.

**MAP TO QAA ECONOMICS SUBJECT BENCHMARK**

<b>Threshold*</b>	<b>Learning Outcomes</b>
Demonstrate knowledge of economic concepts and principles.	K4, S4
Demonstrate knowledge of economic theory and modelling approaches.	K5 – K7, S4, S6
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.	K6-7, S6
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.	K7, S6
Know how to apply economic reasoning to policy issues.	K5-6, S4 – S8, T4, T6 – T8
Demonstrate knowledge in an appropriate number of specialised areas in economics.	K4, S8 – S8
Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution.	T7-8

## **APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS**

### **1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:**

#### **Knowledge and understanding**

The 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 (Ec) express basic aspects of economics, using some of the correct terminology and frameworks, and carry out analysis using verbal and graphical techniques

#### **Subject-specific skills**

The 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 (Ec) with guidance, identify key parameters in a social or economic problem, and solve the problem in a logical manner consistent with the conventions of Economics.

#### **Transferable skills**

The 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 (Ec) discriminate between at least two policy options that both have advantages and disadvantages, and present findings coherently

## **2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:**

### **Knowledge and understanding**

The 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 (Ec) master basic economic terminology and frameworks, and carry out analysis using verbal and graphical techniques.

### **Subject-specific skills**

The 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 (Ec) with guidance, identify key parameters in a social or economic problem, express some practical constraints of the problem, and solve the problem in a logical manner consistent with the conventions of Economics.

### **Transferable skills**

The 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 (Ec) discriminate between at least two policy options that both have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and, with guidance, present findings competently.

**APPENDIX C – PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY**

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code below)							
					AE1	Activity type	AE2	Activity type	AE3	Activity type	AE4	Activity type
<b>Level 4</b>												
NCH414	Logic: formal & philosophical	30	C	CD	100%	Ex						
NCH413	Modern Philosophy	30	C	CD	100%	Ex						
NCH407	Ethics	30	C	CD	100%	Ex						
NCH427	Economic Principles	30	C	CD	100%	Ex						
<b>Level 5</b>												
NCH513	Epistemology & Philosophy of Science	30	C	CD	25%	Oral	25%	Oral	25%	A	25%	A
NCH530	Ancient Philosophy	30	C	CD	50%	A	50%	A				
NCH515	Metaphysics	30	C	CD	50%	A	50%	A				
NCH503	Economic Development	30	C	CD	20%	A	20%	A	60%	Ex		
<b>Level 6</b>												
NCH631	Advanced Ethics	30	O	CD	50%	A	50%	A				
NCH632	Kant to Nietzsche	30	O	CD	100%	Ex						
NCH633	Philosophy of Mind & Language	30	O	CD	100%	Ex						
NCH629	Aesthetics	30	O	CD	50%	A	50%					
NCH628	Political Philosophy	30	O	CD	50%	A	50%					
NCH616	Dissertation (Philosophy)	30	C	CD	100%	Diss						
NCH602	Political Economy	30	C	CD	20%	A	20%	A	60%	Ex		

**Course type:** C = Core/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	Ex
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