



## MA Philosophy Programme Specification

|                                  |  |                         |                             |
|----------------------------------|--|-------------------------|-----------------------------|
| Programme                        | MA Philosophy  |                         |                             |
| Programme Level                  | Level 7 (FHEQ)   | Programme Code          |                             |
| Relevant QAA Benchmark Statement | No Philosophy postgraduate level benchmark statement available | JACS Code               | V500                        |
| Awarding Body                    | Swansea University   | Language of Instruction | English                     |
| Teaching institution             | New College of the Humanities                                  | Date approved           | May 2017                    |
| Mode of Study                    | Full Time / Part Time  | Duration of Study       | 1 Year (FT)<br>2 Years (PT) |

### PROGRAMME SUMMARY

The Master of Arts degree in Philosophy provides a rigorous and wide-ranging programme of study.

Each student completes a 'Mind and Reality' module (20 credits) and a 'Values and Society' module (20 credits), takes a selection of 20-credit optional modules (adding up to 80 credits), and writes a Dissertation (60 credits). The 20-credit optional modules are: Aesthetics, Ancient Philosophy, Contemporary Ethics, Epistemology and Philosophy of Science, History of Ethics, Kant to Nietzsche, Logic, Metaphysics, Modern Philosophy, Philosophy of Mind and Language, and Political Philosophy.

The compulsory modules are designed to engage students with classic philosophy texts and debates and to develop in them the research, speaking and writing skills that underpin a career in the philosophy profession and (more generally) support an informed, reflective and thoughtful approach to life. Each optional module surveys a different area of philosophy, with students encouraged to specialise further within each module through choice of assignment topics and support through associated individual tutorials.

### PROGRAMME INTEGRATION

The compulsory modules provide the core knowledge, skills, and resources that any graduate philosophy student needs to master and that (more generally) support an informed, reflective and thoughtful approach to life.

The optional modules between them constitute a representative mix of the historically and the thematically organised. They were designed with an eye both to their centrality to further philosophical study and to the special expertise of the faculty at NCH. Although the range of each module is broad, there is scope for students to specialise within each.

The dissertation is a sustained piece of independent research on an agreed philosophical topic of the student's choice.

### **FULL TIME PROGRAMME STRUCTURE**

#### **MICHAELMAS TERM**

- Mind and Reality
- Option 1
- Options 2

#### **HILARY TERM**

- Values and Society
- Option 3
- Option 4

#### **TRINITY TERM**

- Dissertation

### **PART TIME PROGRAMME STRUCTURE**

#### **YEAR 1**

##### **Michaelmas Term**

- Mind and Reality
- Option 1

##### **Hilary Term**

- Values and Society
- Option 2

##### **Trinity Term**

- Dissertation

#### **YEAR 2**

##### **Michaelmas Term**

- Option 3
- May chose to participate in extra-curricular research seminars

##### **Hilary Term**

- Option 4
- May chose to participate in extra-curricular research seminars

### Trinity Term

- Dissertation

### OPTIONAL MODULES

(Note: at least 3 or which will be offered at any given time)

- Aesthetics (e.g. T2)
- Ancient Philosophy (e.g. T1)
- Contemporary Ethics (e.g. T2)
- Epistemology and Philosophy of Science (e.g. T1)
- History of Ethics (e.g. T1)
- Kant to Nietzsche (e.g. T2)
- Logic (e.g. T1)
- Metaphysics (e.g. T2)
- Modern Philosophy (e.g. T1)
- Philosophy of Mind and Language (e.g. T1)
- Political Philosophy (e.g. T2)

As indicated above, some Options will be delivered in Michaelmas (T1) and some in Hilary (T2), so as to allow a balance across the two terms.

### ENTRANCE REQUIREMENTS

Entry requirements - normally, an upper second-class honours undergraduate degree (or equivalent) in philosophy or another humanities subject such as English, history, languages, politics, sociology, or anthropology; but each applicant will be assessed on an individual basis. We are happy to consider applicants who have been out of education for a while, who have equivalent professional experience, or similar.

English language requirements: IELTS 7.0, with a minimum 6.5 in each component.

### 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 Swansea University RPL procedure: Accreditation of Prior Learning Policy, which can be found [here](#).

### EDUCATIONAL AIMS

This programme aims to:

1. advance students' understanding of, and ability to engage critically and creatively with, central philosophical questions, arguments, theories, and texts;
2. support students to develop wide-ranging knowledge of, and recognition of the systematic connections between, a broad range of debates at the forefront of the discipline;

3. hone students' powers of argument and expression through inculcation of advanced scholarly techniques of critical questioning, information gathering, synthesis, and analysis, and oral and written communication;
4. guide and support students to deliver a substantial and original piece of philosophical writing, presented in clear, coherent, and persuasively argued prose;
5. provide students with the ability to direct their future studies or careers effectively, to take initiative, to show self-awareness, resourcefulness, and responsibility, and to respond creatively to challenges.

### **Knowledge and understanding**

The programme aims to:

1. cultivate a systematic understanding of and engagement with the central questions of philosophy and those at the forefront of the discipline today;
2. foster wide-ranging recognition of and critical engagement with the ideas and arguments of major figures in the history of western philosophy, and the challenges these face;
3. provide students with the opportunity to learn the languages, patterns, and concepts, of elementary formal logic.

### **Subject-specific skills**

The programme aims to:

1. hone students' ability to provide clear and original analyses of complex and unfamiliar positions and to impose structure on disparate arguments and texts;
2. enable students to identify and apply advanced philosophical concepts and arguments in unfamiliar contexts;
3. improve students' powers of logic and critical thinking.

### **Transferable skills**

The programme aims to:

1. develop students' intellectual curiosity, self-awareness, and initiative;
2. improve students' ability to organize and present ideas clearly, independently, and persuasively;
3. enable students to progress to doctoral studies as well as to a wide range of careers and roles in society.

Teaching/learning and assessment methods to enable students to achieve and demonstrate fulfilment of these aims: the Philosophy Faculty makes use of various teaching and learning strategies, including:

- Seminars
- Small classes (for logic option)
- Individual essay-based tutorials
- Individual written feedback on essays
- Student presentations
- Online discussion forums

- Individual dissertation supervisions (which support both written and oral communication skills)
- (Mock) examination and examiner's report (for logic option)
- (Structured) independent study and research

### LEARNING OUTCOMES

#### KNOWLEDGE AND UNDERSTANDING

A student will be able to:

- KU LO1 demonstrate wide-ranging knowledge and recognition of systematic connections between questions and debates in all core, and a range of specialised, philosophical topics;
- KU LO2 show detailed critical engagement with the texts and theories of key historical figures such as Plato, Aristotle, Descartes, Berkeley, Hume and up to the present;
- KU LO3 show a fine grasp of logical structure and truth-preserving patterns of inference (as practised through natural language examples in all modules, and studied explicitly in the optional Logic module).

#### INTELLECTUAL SKILLS

A student will be able to:

- INT LO1 make original use of advanced scholarly techniques to clarify, situate, and synthesize philosophical ideas and arguments from a variety of periods and traditions;
- INT LO2 engage critically and creatively with unfamiliar material at the forefront of the discipline: identify and employ a range of philosophical devices such as argument by analogy to articulate, challenge, and develop alternative positions;
- INT LO3 express and develop their own valid lines of argument.

#### PRACTICAL SKILLS

A student will be able to:

- PRACT LO1 select, analyse, and synthesize information, question assumptions, and critically evaluate competing methodologies, sources of data, and arguments;
- PRACT LO2 demonstrate self-direction, resilience, and ingenuity in the face of difficulties in producing in a sustained piece of independent research;
- PRACT LO3 communicate clearly and persuasively to specialist and non-specialist audiences (written and oral).

#### TRANSFERABLE/KEY SKILLS

A student will be able to:

- KS LO1 take initiative and personal responsibility; work independently, effectively, and to deadlines;
- KS LO2 respond systematically and creatively to complex, wide-ranging, and unpredictable data, theories, and arguments;
- KS LO3 display self-direction to produce original, sophisticated, clear, and persuasive

presentations (written and oral).

**MAP OF COURSES TO PROGRAMME LEARNING OUTCOMES**

| Programme Learning Outcomes            |                             |        |        |                     |         |         |                  |           |          |                           |        |        |
|--|-----------------------------|--------|--------|---------------------|---------|---------|------------------|-----------|----------|---------------------------|--------|--------|
|  | Knowledge and Understanding |        |        | Intellectual Skills |         |         | Practical Skills |           |          | Key / Transferable Skills |        |        |
| Core/optional course                   | KU LO1                      | KU LO2 | KU LO3 | INT LO1             | INT LO2 | INT LO3 | PRAC LO1         | PRACT LO2 | PRAC LO3 | KS LO1                    | KS LO2 | KS LO3 |
| <b>CQFW Level 7 (old level M – SU)</b> |                             |        |        |                     |         |         |                  |           |          |                           |        |        |
| Mind & Reality                         | TPA                         | PA     | PA     | PA                  | TPA     | PA      | TPA              | TP        | TPA      | TPA                       | TPA    | TPA    |
| Ancient Philosophy                     | TPA                         | TPA    | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Epistemology & Philosophy Of Science   | TPA                         | PA     | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| History Of Ethics                      | TPA                         | TPA    | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Logic                                  | TPA                         | PA     | TPA    |                     | TPA     | TPA     |                  | P         |          |                           |        | P      |
| Modern Philosophy                      | TPA                         | TPA    | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Phil Of Mind & Lang                    | TPA                         | PA     | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Values & Society                       | TPA                         | PA     | PA     | TPA                 | TPA     | P       | TPA              | TP        | TPA      | TPA                       | TPA    | TPA    |
| Aesthetics                             | TPA                         | PA     | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Contemporary Ethics                    | TPA                         | TPA    | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Kant To Nietzsche                      | TPA                         | TPA    | PA     | TPA                 | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Metaphysics                            | TPA                         | PA     | PA     | TPA                 | TPA     | PA      | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Political Philosophy                   | TPA                         | PA     | PA     | TP                  | TPA     | P       | TPA              | P         | TPA      | PA                        | TPA    | P      |
| Dissertation and Viva                  | TPA                         | PA     | PA     | TPA                 | TPA     | P       | TPA              | TPA       | TPA      | TPA                       | TPA    | TPA    |

Learning outcomes shown in this programme specification are related to the outcomes of individual courses. This map shows where intended outcomes are developed but not assessed (**taught = T**, and **opportunity to practice = P**) and the courses where the outcome is specifically **assessed (A)**. Several of the learning outcomes contain various topics and skills. It is difficult to disaggregate some of this information and thus some individual courses may cover one skill but not another. If any element of a learning outcome is undertaken then one of the relevant codes has been recorded in the table. This curriculum map is a working model to aid tutors and programme planners. The information contained in this map should not be seen as fixed. For example, a topic may be assessed one year but not the next - this reflects the development, updating and review of curriculum content, style of delivery and assessment.



## TEACHING AND LEARNING STRATEGIES

### TEACHING METHODS

- Seminars, including some with student presentations
- Small classes (for Logic option)
- Individual essay-based tutorials
- Written feedback on formative essays
- Student presentations
- Online discussion forums
- Individual dissertation supervisions (which support both written and oral communication skills)
- (Mock) examination and examiner's report (for logic option)
- (Structured) independent study and research

At NCH, we teach in small groups and are committed to providing individual attention and guidance. Seminars always include student interaction and dialogue. Seminars are normally in groups of no more than ten people. Each student will receive around 150 contact hours (made up of around 136 hours of seminars and small classes, and 14 hours of individual tutorials and supervisions). As indicated below, they can also participate in the Faculty's weekly philosophy research seminars and audit other lectures and seminars of their choice. Assessment, as indicated above, is in a variety of modes: exam, coursework essay, conference-style oral presentation with PowerPoint or handout, and dissertation with viva.

### LEARNING OPPORTUNITIES

The faculty's weekly research seminars offer a lively and varied menu of talks and discussions involving both internal and invited speakers. MA Philosophy students are invited and encouraged to attend these in all three terms.

Students will also be encouraged to attend the broad programme of liberal-arts professorial lectures at NCH given by our visiting professors such as Simon Blackburn, Daniel Dennett, Bettany Hughes, Lawrence Krauss, Sir Trevor Nunn, Steven Pinker, Sir Christopher Ricks, Peter Singer, and others.

### INCLUSIVE LEARNING AND TEACHING

The Philosophy faculty is deeply committed to widening participation in philosophy, both through outreach activities and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. Members of the faculty are much engaged in the public dissemination of their discipline, visiting a wide range of schools, hosting open lectures, engaging with the media, and publishing in accessible formats.

One-to-one tutorials and the high staff-student ratio at NCH are especially important to the faculty's ability to give individualized attention to students, and thus to be inclusive towards a variety of backgrounds and learning styles. The faculty facilitates a wide range of academic and social events in which academics and students are brought together.

The New College of Humanities will make reasonable adjustment for students with disabilities, in accordance with the recommendations of the Disability Office. Where necessary, following consultation with the Disability Office, and the NCH Student Welfare Officer, alternative forms of assessment will be offered.

The variety of modes of assessment in this MA may render it more inclusive than those which

assess in more uniform ways.

### **E-LEARNING**

The College ensures students are supported outside of class contact time by means of Moodle, its virtual learning environment, through which students access learning materials and communicate with fellow students and academic staff. Students are enrolled onto their degree modules as well as onto the NCH Forum (dedicated to reviews of plays, books, films and other cultural activities for both students and staff alike). Students can additionally access past faculty lecture videos and general study information, on such topics as time-management skills and how to read effectively.

### **RESEARCH-LED PRACTICE-DRIVEN TEACHING**

All members of the Philosophy faculty 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 regular sabbatical leave. The teaching has been developed and allocated on the basis of research interests and expertise. The faculty is committed to supporting a lively, open, and interactive teaching environment, in which research and teaching are mutually complementary.

### **WIDENING PARTICIPATION**

The faculty is committed to widening participation in Philosophy, both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The faculty visits a wide range of schools, hosts open lectures, engages with mass and social media, and publishes in accessible formats. Members of the faculty are highly engaged with, and committed to, the public dissemination of their discipline. Individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles. The faculty facilitates a wide range of academic and social events in which academics and students are brought together.

## **ASSESSMENT**

### **ASSESSMENT METHODS**

- Examination (formative and summative)
- Project
- Academic essay
- Evaluative essay (to evaluate a particular piece of writing or conversation)
- Presentation
- Research proposal
- Dissertation
- Viva voce

Appendix B is the programme structure and assessment summary.

### **ASSESSMENT REGULATIONS**

Swansea University assessment regulations are followed for this programme. The assessment regulations can be found [here](#).

## 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 'Welcome 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 Induction 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 Support.

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

Masters students will have access to the College's Careers Advisory Service. This includes employer receptions with representatives from a wide range of sectors and our electronic Careers Centre, containing features and functionality for careers guidance, interview advice and job searching.

In addition Careers Advisers, supplemented with support from tutors, offer advice, often one-to-one, on securing a professional future tailored to students' skills and ambitions.

## QUALITY EVALUATION AND ENHANCEMENT

### AWARD STANDARDS

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

### REVIEW AND EVALUATION MECHANISMS

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

- Annual programme reports, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners, as appointed by the validating University, 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 surveys on a termly basis, termly Student-Staff Liaison Committee meetings and annual Student Satisfaction Survey.
- 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.). Students may also raise matters with their personal tutor.

### ABOUT THIS DOCUMENT

|  |                  |
|--|------------------|
| <b>Head of Faculty for Master of Arts degree in Philosophy</b> | Dr Naomi Goulder |
| <b>Start date</b>  | October 2017     |
| <b>Date of approval</b>  | May 2017         |
| <b>Date(s) updated/amended</b>                                 |                  |

**APPENDIX A – EXIT AWARDS**

**POSTGRADUATE CERTIFICATE**

3 x 20 credit Level 7 courses = 60 credits

**POSTGRADUATE DIPLOMA**

6 x 20 credit level 7 courses = 120 credits

**APPENDIX B - PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY**

| Code | Course Title                           | Credit | Core or Optional | Assessment Weighting % & Activity Type |                       |              |                       |
|------|--|--------|------------------|--|-----------------------|--------------|-----------------------|
|      |  |        |                  | Assessment 1                           |                       | Assessment 2 |                       |
|      | Mind and Reality                       | 20     | C                | 50%                                    | Written assignment    | 50%          | Presentation with Q&A |
|      | Ancient Philosophy                     | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Epistemology and Philosophy of Science | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | History of Ethics                      | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Logic                                  | 20     | O                | 100%                                   | Exam                  |              |                       |
|      | Modern Philosophy                      | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Philosophy of Mind and Language        | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Values and Society                     | 20     | C                | 70%                                    | Presentation with Q&A | 30%          | Handout or PPP slides |
|      | Aesthetics                             | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Contemporary Ethics                    | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Kant to Nietzsche                      | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Metaphysics                            | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Political Philosophy                   | 20     | O                | 100%                                   | Written assignment    |              |                       |
|      | Dissertation                           | 60     | C                | 80%                                    | Dissertation          | 20%          | Viva Voce             |