New College of the Humanities

# BA (Hons) Philosophy with Art History Programme Specification

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| Programme Title & award | Bachelor of Arts (Honours) in Philosophy with Art History | UCAS Code | V5V3 |
| Programme Level | Level 6 (FHEQ) | HECoS Code | 100337<br>100306 |
| Relevant QAA Benchmark Statement | Philosophy<br>Art History | Programme Code | BNCHPAF |
| Awarding Body | Solent University | Language of Instruction | English |
| Teaching institution | New College of the Humanities | Date approved | November 2014 |
| Mode of Study | Full Time | Duration of Study | 3 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 Art History, 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 ART HISTORY MINOR (90 credits)

The **Art History** minor consists of three courses:

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| First Year: | NCH421 Introduction to Art History (30 credits) |
| Second Year: | NCH522 The Industry of Art: Renaissance and Baroque Patrons, Artists, Objects & Consumers (30 credits) |
| Third Year: | NCH624 Modern Architecture from 1851 to the present (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 31st 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.

Art History 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 Art History 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. In taking Art History as a minor you will develop methodologies for the identification and critical assessment of art objects.

## 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;
- foster an understanding of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;
- develop methodologies for the identification and critical assessment of art objects.

### 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 situate art objects within their social, historical and cultural contexts;
- introduce students to critical, theoretical and historical writings on art and train them to use these methods in their assessment and analysis of art objects.

### 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 to a wide range of careers;
- foster an ability to anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity

## LEARNING OUTCOMES

[Philosophy (Ph); Art History (AH)]

### 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 (AH) demonstrate a systematic understanding of art historical debate and engage with the concepts and values that inform study and practice in the field of art history including an awareness of the limitations and partiality of all historical knowledge.

## 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 | (AH) | accurately analyse and situate the artefacts studied within their correct appropriate historical, intellectual and cultural contexts. |

## 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 | (AH) | effectively communicate and critically evaluate work, working independently and in a timely fashion. |

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

| | Knowledge & Understanding | | | | | | | | | | | | Subject-specific Skills | | | | | | | | | | | | Transferable Skills | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Title** | 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 |
| **FHEQ Level 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Logic: Formal and Philosophical | ● | | | | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | |
| Modern Philosophy | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | |
| Ethics | ● | | | ● | | | | | | | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | |
| Introduction to Art History | | | | | | | | | | ● | | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | |
| **FHEQ Level 5** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Epistemology & Philosophy of Science | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | |
| Ancient Philosophy | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | |
| Metaphysics. | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | ● | ● | | ● | ● | | ● | ● | | | | | |
| The Industry of Art | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | | | | | | | | | ● | | | |
| **FHEQ Level 6** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advanced Ethics | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | |
| Kant to Nietzsche | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | |
| Philosophy of Mind & Language | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | |
| Aesthetics | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | |
| Political Philosophy | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | |
| Dissertation (Philosophy) | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | ● | |
| Modern Architecture | | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | | | | | | | | | | | ● |

## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The Philosophy and Art History 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)
- Study visits to museums and historic buildings
- Close observation, demonstration and handling sessions
- 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 Art History 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 Art History 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;
- knowledge and understanding of different periods of art history;
- the ability to recognise, describe and contextualise art objects with appropriate art historical language.

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

**PHILOSOPHY MAJOR**:

- Examinations
- Coursework
- Dissertation
- Viva

**ART HISTORY MINOR**:

- Coursework Essays
- Presentations
- 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. This data is managed and securely stored by the College. 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 Learning and Assessment Support Officer (LASO) 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 LASO 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 LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO 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

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| **Head of Faculty for Bachelor of Arts (Honours) in Philosophy with Art History** | Dr Naomi Goulder |
| **Start date** | September 2017 |
| **Date of approval** | November 2014 |
| **Date(s) updated/amended** | November 2016<br>April 2017<br>August 2018<br>May 2019 |

## APPENDIX A – MAP TO QAA PHILOSOPHY SUBJECT BENCHMARK

| **Threshold*** | **Learning Outcomes** |
|---|---|
| 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 ART HISTORY SUBJECT BENCHMARK

| | Recommendation | Learning Outcomes |
|---|---|---|
| *The benchmarking group for art history recommended that all students studying art history as part of their degree:* | | |
| | Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 4.2 - 4.14 of the HAAD subject benchmark statement. | K1-4, S1-S4, T1-3 |
| **Typical** On graduating with an honours degree in HAAD, students should be able to demonstrate: | | |
| 6.4 | a broad and comparative knowledge and understanding of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated and systematic knowledge of one or more of the above. | K1 |
| | a knowledge and understanding of the processes through which artefacts are constructed in the cultures studied | K3 |
| | a familiarity with some substantive areas of current research in the field addressed by the degree programme. | K4 |
| | an ability to engage with the concepts, values and debates that inform study and research in the subject area, including an awareness of the limited and partial nature of all historical knowledge. | K2 |
| | an understanding of the development of the subject, and of its key intellectual tools. | K2 |
| **Threshold** Level of Achievement | | |
| 6.5 | On graduating with an honours degree in HAAD, students should be capable of demonstrating: | |
| | a knowledge of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated knowledge of one or more of the above. | K1 |
| | a knowledge of the processes through which artefacts are constructed. | K3 |
| | some knowledge of current research in the field addressed by the degree programme. | K4 |
| | some ability to engage with the concepts, values and debates that inform study and research in the subject area. | K2 |
| | some knowledge of the development of the subject. | K2 |

| | | |
|---|---|---|
| **Subject-specific skills and abilities** | | |
| 6.6 | **Typical** On graduating with an honours degree in HAAD, students should be able to demonstrate: | |
| | the ability to use critical skills of visual observation, description and interpretation. | S1 |
| | the ability to locate artefacts within appropriate historical, intellectual, cultural or institutional contexts. | S2 |
| | the ability to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries. | S3 |
| | the ability to evaluate a range of different methodologies and approaches within the subject. | S3 |
| | the ability to produce well-structured and relevant arguments supported by visual, textual or other evidence as appropriate. | S4 |
| | the ability to balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas. | S4 |
| **Threshold** On graduating with an honours degree in HAAD, students should be able to demonstrate: | | |
| 6.7 | the ability to use basic skills of visual observation, description and analysis. | S1 |
| | some ability to locate artefacts within appropriate historical, intellectual or cultural contexts. | S2 |
| | the ability to locate evidence from primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries. | S3 |
| | an awareness of a range of different methodologies and approaches within the subject. | S3 |
| | the ability to produce relevant arguments supported by evidence. | S4 |
| | the ability to present alternative points of view held within the subject. | S4 |
| **Generic intellectual skills** | | |
| 6.8 | **Typical** On graduating with an honours degree in HAAD, students should be capable of demonstrating: | |
| | developed skills of analysis, synthesis and effective summary. | S4, T2 |

| | | |
|---|---|---|
| | critical judgement: the ability to discriminate between alternative arguments and approaches. | S4, T2 |
| | problem-solving: the ability to apply knowledge and experience resourcefully in complex and open-ended contexts. | S4, T2 |
| | research: the capacity for critical, effective and verifiable information retrieval and organisation relevant to a given task. | S4, T2 |
| | open-mindedness: the ability to be open and receptive to unfamiliar artefacts, issues and ideas and to deploy these constructively; the ability to deploy productive criticism of familiar artefacts and arguments. | S1, T2 |
| **Threshold** On graduating with an honours degree in HAAD, students should be capable of demonstrating: | | |
| 6.9 | skills of analysis, synthesis and summary. | S4, T2 |
| | critical judgement: awareness of the difference between alternative arguments and approaches. | S4, T2 |
| | problem-solving: the ability to apply knowledge and experience to address problems. | S4, T2 |
| | research: the ability to locate and record information relevant to a given task. | S4, T3 |
| | open-mindedness: some ability to be receptive to unfamiliar artefacts, issues and ideas. | S1, T2 |
| **Transferable skills** | | |
| 6.10 | **Typical** On graduating with an honours degree in HAAD, students should be capable of demonstrating: | |
| | the ability to communicate ideas and arguments cogently and effectively in written, spoken or other form, with appropriate use of visual aids. | T1 |
| | the ability to listen effectively and so to learn from and participate constructively in discussion. | T2 |
| | the ability to work constructively and productively in groups. | T2 |
| | the ability to work diligently, to fulfil briefs and deadlines, and to take responsibility for one's own work. | T3 |
| | the ability to make effective use of IT for research and communication. | T1 |
| | the ability to update knowledge and skills, seek and use feedback, reflect on, and improve performance. | T3 |

| **Threshold** On graduating with an honours degree in HAAD, students should be capable of demonstrating: | | |
|---|---|---|
| 6.11 | the ability to communicate adequately in written and spoken form, using visual aids where necessary. | T1 |
| | the ability to listen effectively and to learn from discussion. | T2 |
| | the ability to work in groups. | T3 |
| | the ability to work to briefs and deadlines. | T3 |
| | the ability to make effective use of IT. | T1 |
| | some ability to use feedback to improve performance. | T3 |

## 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 (AH) demonstrate knowledge of the underlying concepts and principles of several periods of art history.

#### 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 (AH) evaluate and interpret art objects with clarity and precision, using ordinary and specialist language.

#### 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 (AH) communicate accurately evaluations and interpretations made.

## 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 (AH) demonstrate knowledge of several methodologies from the identification of art historical knowledge and understanding.

### 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 (AH) critically review and apply underlying concepts and principles to set art objects within their appropriate historical, intellectual, cultural contexts.

### 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 (AH) synthesise, analyse and summarise information to produce rational and critical conclusions.

## 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 |
| **Level 4** | | | | | | | | | | | | |
| NCH414 | Logic: formal & philosophical | 30 | C | CD | 100% | Ex | | | | | | |
| NCH413 | Modern Philosophy | 30 | C | CD | 100% | Ex | | | | | | |
| NCH407 | Ethics | 30 | C | CD | 100% | Ex | | | | | | |
| NCH421 | Introduction to Art History | 30 | C | CD | 40% | A | 60% | A | | | | |
| **Level 5** | | | | | | | | | | | | |
| NCH513 | Epistemology & Philosophy of Science | 30 | C | CD | 25% | A | 25% | A | 25% | A | 25% | A |
| NCH530 | Ancient Philosophy | 30 | C | CD | 50% | A | 50% | A | | | | |
| NCH515 | Metaphysics | 30 | C | CD | 50% | A | 50% | A | | | | |
| NCH522 | The Industry of Art | 30 | C | CD | 40% | A | 60% | A | | | | |
| **Level 6** | | | | | | | | | | | | |
| 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 | | | | | | |
| NCH624 | Modern Architecture | 30 | C | CD | 40% | A | 60% | A | | | | |

**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 |