

BA (Hons) Philosophy with Creative Writing Programme Specification

Programme Title & award	Bachelor of Arts (Honours) in Philosophy with Creative Writing	UCAS Code	W5W8
Programme Level	Level 6 (FHEQ)	HECoS Code	100337 100046
Relevant QAA Benchmark Statement	Philosophy Creative Writing	Programme Code	BNCHPCWF
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 Creative Writing, 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 CREATIVE WRITING MINOR (90 credits)

The **Creative Writing** minor consists of three courses:

- | | |
|--------------|--|
| First Year: | NCH422 The Writer's Craft: Lexicon and Style (30 credits) |
| Second Year: | NCH525 The Writer's Voice: Influence and Innovation (30 credits) |
| Third Year: | NCH627 Final Year Project and Publishing Horizons (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.

Creative Writing 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 Creative Writing 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 Creative Writing course will enable students to learn how to be a practising writer who writes in a context of reading and thinking about literature.

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;
- provide knowledge of the technical requirements of writing creatively in the principal forms of poetry, prose, drama and creative nonfiction;
- develop an understanding of the creative writing process, and the ability to reflect critically upon one's creative practice;

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;
- develop the ability to write creatively and confidently in the principal literary forms of poetry, prose fiction, drama and creative nonfiction, and some of their many modes, genres and subgenres;
- accustom students to a wide range of practical techniques and strategies involved in the creative process and train them to use these in their own work.

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 intellectual integrity and maturity, and imaginative insight and creativity;
- develop the ability to work constructively in a group;
- prepare students for a wide range of careers and roles in society.

LEARNING OUTCOMES

[Philosophy (Ph); Creative Writing (CW)]

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 (CW) demonstrate a systematic understanding of the technical requirements of writing creatively in a wide range of literary forms, and a developed understanding of the creative writing process.

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 (CW) critically evaluate a wide variety of literary forms, reflect critically upon their own creative process and practice, and be aware of a range of routes to dissemination of creative work.

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 (CW) critically evaluate their own learning and development using reflection and feedback to analyse own capabilities, review appropriate options and implement actions.

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	K2a	K2b	K3a	K3b	K3c	K4a	K4b	K4c	S1a	S2a	S2b	S3a	S3b	S3c	S4a	S4b	S4c	T1a	T1b	T1c	T2a	T2b	T3a	T3b	T4a	T4b	T5c
FHEQ Level 4																													
Logic: Formal and Philosophical	•									•										•		•			•				
Modern Philosophy	•			•						•		•								•		•			•				
Ethics	•			•						•		•								•		•			•				
The Writer's Craft										•								•									•		
FHEQ Level 5																													
Epistemology & Philosophy of Science		•			•				•			•								•		•			•				
Ancient Philosophy		•			•						•		•							•		•			•				
Metaphysics.		•			•				•		•		•						•	•	•			•	•				
The Writer's Voice									•									•										•	
FHEQ Level 6																													
Advanced Ethics			•			•						•			•			•			•		•			•			
Kant to Nietzsche			•			•						•			•			•			•		•			•			
Philosophy of Mind & Language			•			•			•			•			•			•			•		•			•			
Aesthetics			•			•						•			•			•			•		•			•			
Political Philosophy			•			•						•			•			•			•		•			•			
Dissertation (Philosophy)			•			•			•			•			•		•		•		•		•		•		•	•	
Final Year Project										•									•									•	

TEACHING AND LEARNING STRATEGIES

STRATEGIES

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

- Lectures
- Individual tutorials (based on an essay or item of creative writing submitted beforehand by the student)
- group tutorials (often involving a student presentation)
- Seminars (particularly for Logic)
- Informal discussion groups (including online discussion)
- Writing workshop seminars
- 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 Creative Writing 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 Creative Writing 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;
- the management of discursive analysis and argument, including an awareness of alternative or contextualising lines of argument;
- the ability to write creatively in the four principle forms of poetry, prose fiction, drama and creative nonfiction;
- understanding of the creative process and the development of one's own writing practice.

PHILOSOPHY MAJOR:

- Examinations
- Coursework
- Dissertation
- Viva

CREATIVE WRITING MINOR:

- Portfolios
- 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

Head of Faculty for Bachelor of Arts (Honours) in Philosophy with Creative Writing	Dr Naomi Goulder
Start date	September 2017
Date of approval	August 2016
Date(s) updated/amended	November 2016 April 2017 August 2018 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 CREATIVE WRITING SUBJECT BENCHMARK

Recommendation	Learning Outcomes
<i>The benchmarking group for Creative Writing recommended that all students studying Creative Writing as part of their degree:</i>	
Undertake a programme which fosters the skills and qualities of mind listed in 5.1.i -5.1.xiii of this subject benchmark statement.	K4, S4, T4
Threshold Level of Achievement	
<i>On graduating students should be capable of demonstrating:</i>	
A command of written and spoken language, including rules, conventions and the possibilities of experiment	K4, S4
The ability to generate original creative work	K4, S4, T4
A grasp in practice and theory of techniques for writing, editing and rewriting in a range of forms, genres and media	K4, S4, T4
A creative and discriminating engagement with the expressive and imaginative powers of language	K4, S4
An independent and disciplined commitment to their own writing, and to its development	K4, S4, T4
An ability to read and respond critically and clearly to published work	K4, S4,
An ability to read and respond critically and practically to work in progress	K4
A reflective approach to the art and process of composition that understands it as capable of being explored, investigated and articulated	K4, S4, T4
An awareness of the historical and cultural dimensions of language use and literature, including developing media technologies	K4, S4, T4
An understanding of writing as communication, with a variety of audiences, possible destinations and purposes, involving different	K4, S4, T4
An informed sense of the different routes to dissemination of creative work, both professional and informal	K4, T4
The practice of engaging skilfully in groups and one-to-one in order to further the development of their own and others' work	T4
An understanding of the transferability of the above to other contexts including employment.	K4, S4, T4

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 (CW) demonstrate knowledge of the underlying concepts relevant to the production of creative written works in the principle literary forms of poetry, prose and drama.

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 (CW) evaluate the approach of reading as a writer and reflect on their own practice of writing to develop the skills necessary to produce written work in poetry, prose and drama.

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 (CW) evaluate and reflect on their own practices.

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 (CW) demonstrate a critical understanding of the technical requirements of writing in a wide variety of literary forms and genres, and an understanding of the creative process.

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 (CW) critically analyse their own creative process and communicate their written work in a variety of literary forms.

Transferable skills

The student will be able to:

- T1b (Ph) work to deadlines;
- T2b (Ph) select and synthesize information, question assumptions, and evaluate competing arguments;
- T3b (Ph) produce clear and persuasive presentations;
- T4b (CW) demonstrate communication skills to a range of solutions, audiences and degrees of complexity to enhance their practice.

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						
NCH422	The Writer's Craft	30	C	CD	50%	F	50%	F				
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				
NCH525	The Writer's Voice	30	C	CD	50%	F	50%	F				
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						
NCH627	Final Year Project and Publishing Horizons	30	C	CD	100%	F						

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