MA Philosophy Programme Specification

Award and Programme Title	MA Philosophy		
Programme Level	Level 7	HECoS Code	100337
Relevant QAA Benchmark Statements	N/A	Programme Code	NCHPHMF (FT) NCHPHMP (PT)
Awarding Body	NCH at Northeastern Limited	Language of Instruction	English
Teaching Institution	New College of the Humanities	Date Approved	June 2020
Mode of Study	Full-time / Part-time	Duration of Study	1 year (FT) 2 years (PT)

PROGRAMME STRUCTURE

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

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

The compulsory courses are designed to engage students with central philosophical 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 course surveys a different area of philosophy, with students encouraged to specialise further within each course through choice of topics for their formatively and summatively assessed work. In the dissertation, students investigate an issue of their choosing in depth, with guidance from an experienced supervisor.

PROGRAMME INTEGRATION

The compulsory courses provide opportunities to acquire 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 courses 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 the College. Although the range of each course 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

For full time students, the core courses are taught and (both formatively and summatively) assessed in the first two (Michaelmas and Hilary) terms, as indicated below. Optional courses are (typically) taught and formatively assessed over the first two terms of the year, with summative assessment completed by the beginning of the third (Trinity) term. The dissertation is pursued in the third term, and over the summer, with submission occurring in August, and the viva in September.

MICHAELMAS TERM

NCHPH731 Mind and Reality (20 credits)

Begin Option 1

Begin Option 2

Begin Option 3

Begin Option 4

HILARY TERM

NCHPH734 Values and Society (20 credits)

Continue Option 1

Continue Option 2

Continue Option 3

Continue Option 4

TRINITY TERM

NCHPH721 Dissertation (60 credits)

PART TIME PROGRAMME STRUCTURE

For part time students, the core courses are taught and (both formatively and summatively) assessed in the first two (Michaelmas and Hilary) terms of the first year, as indicated below. Typically, one optional course is taught and formatively assessed over the first two terms of that year, with summative assessment completed by the beginning of the third (Trinity) term. The dissertation is then begun in the third term, and over the summer.

In the first two terms of the second year, part time students are (typically) taught and

formatively assessed in the remaining three optional courses, with summative assessment in these finished by early Trinity. The dissertation is completed in Trinity, and over the summer, with submission occurring in August, and the viva in September.

YEAR 1

Michaelmas Term

NCHPH731 Mind and Reality (20 credits)

Begin Option 1

Hilary Term

NCHPH734 Values and Society (20 credits)

Continue Option 1

Trinity Term

Begin NCHPH721 Dissertation (60 credits)

YEAR 2

Michaelmas Term

Begin Option 2

Begin Option 3

Begin Option 4

Hilary Term

Continue Option 2

Continue Option 3

Continue Option 4

Trinity Term

Continue NCHPH721 Dissertation (60 credits)

OPTIONAL COURSES

(Note: at least 6 of these will be offered in any given year.[1])

NCHPH722 Aesthetics

NCHPH723 Ancient Philosophy

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[1] As indicated above, these Options will typically be delivered across the first two terms of the academic year, Michaelmas and Hilary; however, they may on occasion be offered wholly in one term or the other, in line with student demand and faculty availability.

NCHPH724 Contemporary Ethics

NCHPH744 Early Modern Philosophy

NCHPH725 Epistemology and Philosophy of Science

NCHPH726 History of Ethics

NCHPH743 Kant and Post-Kantian Philosophy

NCHPH728 Logic

NCHPH729 Metaphysics

NCHPH730 Philosophy of Mind and Language

NCHPH733 Political Philosophy

ENTRANCE REQUIREMENTS

Entry requirements - our typical offer for postgraduate study is an upper second-class honours undergraduate degree (or the equivalent) in an academic subject such as Economics, English, History, Languages, Philosophy, Politics, Sociology, Psychology; but each applicant will be assessed on an individual basis, including relevant professional experience where applicable. If English is not an applicant's native language, they will need to demonstrate proficiency in English in order to study at the College. For a list of equivalencies, please check here.

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 College's Recognition of Prior Learning and Credit Transfer Policy.

AIMS OF THE PROGRAMME

The overall aim of the programme is to:

- Advance students' understanding of, and ability to engage critically and creatively with, central philosophical questions, arguments, theories, and texts.

- 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.

- 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.

- Guide and support students to research, develop and deliver a substantial and original piece of philosophical writing, presented in clear, coherent, and persuasively argued prose.

- 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.

- Provide a teaching and learning environment which achieves the above aims by enabling students to demonstrate the learning outcomes below.

LEARNING OUTCOMES

KNOWLEDGE AND UNDERSTANDING

A student will be able to:

K1d   (PH)   Demonstrate wide-ranging knowledge of, and recognition of systematic connections between, questions and debates in all core, and a range of specialised, philosophical areas.

K2d   (PH)   Offer detailed critical engagement with the texts and theories of key historical figures from the Ancient, Modern and Contemporary periods.

K3d   (PH)   Demonstrate a fine grasp of logical structure and truth-preserving patterns of inference (as introduced in Mind and Reality, practised through natural language examples in all courses, and studied explicitly and in depth in the optional Logic course).

SUBJECT-SPECIFIC SKILLS

A student will be able to:

S1d   (PH)   Make original use of advanced scholarly techniques to clarify and situate philosophical ideas and arguments belonging to a variety of periods and traditions.

S2d   (PH)   Engage with unfamiliar material at the forefront of the discipline, selecting and analysing information, questioning assumptions, and critically evaluating competing methodologies, sources of data and arguments.

S3d   (PH)   Identify and employ a range of philosophical devices to articulate, develop and synthesise alternative positions.

TRANSFERABLE AND PROFESSIONAL SKILLS

A student will be able to:

T1d   (PH)   Take initiative and personal responsibility; work independently, effectively, and to deadlines.

T2d   (PH)   Respond systematically and creatively to complex, wide-ranging, and unpredictable data, theories, and arguments.

T3d   (PH)   Display self-direction to produce original, sophisticated, clear, and persuasive presentations (written and oral).

T4d   (PH)   Demonstrate resilience and ingenuity in the face of difficulties in designing, pursuing and delivering a sustained piece of independent research.

MAP OF COURSES TO PROGRAMME LEARNING OUTCOMES

COURSE TITLE	KNOWLEDGE AND UNDERSTANDING			SUBJECT-SPECIFIC SKILLS			TRANSFERABLE AND PROFESSIONAL SKILLS			
	K1d	K2d	K3d	S1d	S2d	S3d	T1d	T2d	T3d	T4d
NCHPH731 Mind and Reality	x		x	x	x	x	x	x	x	
NCHPH734 Values and Society	x		x	x	x	x	x	x	x	
NCHPH722 Aesthetics	x	x	x	x	x	x	x	x	x	
NCHPH723 Ancient Philosophy	x	x	x		x	x	x	x	x	
NCHPH724 Contemporary Ethics	x		x		x	x	x	x	x	
NCHPH744 Early Modern Philosophy	x	x	x			x	x	x	x	
NCHPH725 Epistemology and Philosophy of Science	x		x		x	x	x	x	x	
NCHPH726 History of Ethics	x	x	x	x		x	x	x	x	
NCHPH743 Kant and Post-Kantian Philosophy	x	x	x		x	x	x	x	x	
NCHPH728 Logic	x		x			x	x	x	x	
NCHPH729 Metaphysics	x		x		x	x	x	x	x	
NCHPH730 Philosophy of Mind and Language	x		x		x	x	x	x	x	
NCHPH733 Political Philosophy	x	x	x	x	x	x	x	x	x	
NCHPH721 Dissertation	x		x		x	x	x	x	x	x

TEACHING AND LEARNING

TEACHING METHODS

Teaching and learning on the programme will occur through:

- Lectures/seminars

- Individual essay/assignment-based tutorials

- Oral and/or written feedback on formative essays/assignments

- 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

Teaching takes place in small groups, and the College is committed to providing individual attention and guidance. Lectures/seminars include student interaction and dialogue, and are often in groups of fewer than ten people. The core courses are taught primarily through interactive lectures/seminars and independent study (as well as exercises/assignments and/or student presentations); while the optional courses also involve assignment- (typically essay-) based tutorials. Each student's contact hours will comprise 120-160 hours of lectures/seminars and 12 hours of individual tutorials and supervisions. As indicated below, students can also participate in the Faculty's regular philosophy research seminars and, with the course leader's

permission, audit other lectures and seminars of their choice. Assessment, as indicated above, is in a variety of modes: exam, coursework essay, written assignment, conference-style oral presentation with PowerPoint or handout, and dissertation with viva.

LEARNING OPPORTUNITIES

The faculty's regular 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 are also encouraged to attend the broad programme of liberal-arts lectures at the College given by our visiting professors.

And there are opportunities for experiential learning, as in the annual Enlightenment evening, which includes a visit to the British Museum, and visiting talks by public figures and experts in many fields.

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 the College 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 College will make reasonable adjustment for students with disabilities, in accordance with the recommendations of the Student Wellbeing Team. Where necessary, 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 its virtual learning environment (VLE), through which students access learning materials and communicate with fellow students and academic staff. On the VLE, students can additionally access past faculty lecture videos and general study information, on such topics as time-management skills and how to read effectively. Sample and/or past examination papers, as well as examiners' reports, are also available to help students understand what is expected of them.

Students also have access to Senate House Library and online research resources, such as JStor and Jisc.

RESEARCH-LED PRACTICE-DRIVEN TEACHING

All members of the Philosophy faculty have been recruited 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 opportunities for research leave. The teaching for the programme 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. The high staff-student ratio is 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 (in Logic)
- Essays/assignments
- Oral presentation and accompanying handout or PowerPoint slides
- Research proposal (formative only)
- Dissertation
- Viva voce

Appendix B is the programme structure and assessment summary.

ASSESSMENT REGULATIONS

The College's Assessment Regulations for Taught Awards can be found here.

STUDENT SUPPORT

DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

Students are strongly encouraged to inform the College of any medical conditions, disabilities, specific learning difficulties (SpLD) or neurological differences as soon as is practical. Students will be asked to submit supporting documentation from a doctor, clinical or educational psychologist detailing the nature of their disability and the impact it is likely to have on their studies in order to help us put in place appropriate support and accommodations. More information can be found in the Student Disability Policy here. This data is managed and securely stored by Student Support and Development (SSD). 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.

SSD meet with students as soon as possible, and preferably before the start of the academic year, to discuss their needs and draft a Learning Support Plan (LSP) which outlines the support to be provided both within the College (if appropriate) and externally. If requested by the

student, the SDD will then arrange to inform relevant faculty of the student's needs and any reasonable adjustments required.

If a student is undiagnosed but believes they may have a SpLDS (e.g. Dyslexia) the SDD will help them to access diagnostic services. If the assessment confirms a SpLDS, the SDD will work the student in preparing a LSP and will provide advice about accessing additional funding and support through the Disabled Students Allowance, where a student may be eligible.

For more information, please click here.

EMPLOYABILITY SKILLS

The study of philosophy cultivates skills that are employable across a range of sectors. These include the abilities to:

- Work independently, creatively, and to deadlines
- Conduct research and explore relevant existing knowledge
- Analyse, contextualise, and interpret complex ideas and materials
- Synthesise and evaluate information against a backdrop of uncertainty
- Solve problems through logical reasoning
- Present findings and opinions in a clear, structured manner, whether orally or in writing
- Engage in collaborative and constructive discussion

CAREERS EDUCATION, INFORMATION AND GUIDANCE

Masters students 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 by the Faculties, utilising their subject specialists and approved by the College's Academic Board.

REVIEW AND EVALUATION MECHANISMS

The College has robust procedures, as described in AQF4 Programme and Course Approval and Modifications and AQF5 Annual Monitoring and Reporting, in place to assure the quality of the programme development, delivery, and management, alongside systematic monitoring, ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

The College utilises constructive feedback from a variety of sources, internal and external, to inform its decision-making process to enhance the programme and the student experience. These feedback sources are:

- Annual Course Reviews, written by the Course Leader, are prepared to enable the Course Leader to reflect on the course, using a variety of data and student/faculty feedback to enhance the course and support the Head of Faculty in writing the Annual Faculty Review.

- Annual Faculty Reviews, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.

- Annual External Examiner Reports are prepared by independent External Examiners, as appointed by the College, 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 questionnaires on a termly basis, termly Student-Staff Liaison Committee, feedback through student Representatives at Faculty meetings, and annual student satisfaction surveys.

- Informal student feedback is also valued by the College and this can take the form of students talking to their tutors, Head of Faculty or professional staff. Students may also raise matters with their Personal Tutor.

ABOUT THIS DOCUMENT

Title: MA Philosophy Programme Specification					
Approved by: Academic Board					
Version number	Date approved	Date published	Head of Faculty	Location	Proposed next review date
1.1	February 2022	February 2022	Brian Ball	Academic Handbook/programme specifications and handbooks/postgraduate programme specifications/Philosophy MA Specifications	April 2025
1.0	June 2020	June 2020	Brian Ball	Academic Handbook > Programme Specifications and Handbooks	April 2025
Modifications (As per AQF4)					
Version number	Date approved	Date published	Modification (including category number)		
1.1	February 2022	February 2022	Category 1: Corrections/clarifications to documents which do not change approved content.		
Referenced documents	Recognition of Prior Learning and Credit Transfer Policy; Assessment Regulations for Taught Awards; Student Disclosure Form; AQF4 Programme and Course Approval and Modifications; and AQF5 Annual Monitoring and Reporting.				
External Reference Point(s)					

DISCLAIMER

The College has checked the information provided in this Programme Specification and will aim to deliver this programme in keeping with this Programme Specification. However, changes to the programme may sometimes be required arising from annual monitoring, student feedback, and the review and update of courses and programmes. Where this activity leads to significant changes to courses and programmes there will be prior consultation with students and others, wherever possible, and the College will take all reasonable steps to minimise disruption to students. It is also possible that the College may not be able to offer a course or programme for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the College will aim to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable programme.

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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	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)			
					AE1	Activity type	AE2	Activity type
FHEQ Level 7								
NCHPH731	Mind and Reality	20	C	CD	40%	A	60%	A
NCHPH734	Values and Society	20	C	CD	70%	Oral	30%	A
NCHPH722	Aesthetics	20	O	CD	100%	A		
NCHPH723	Ancient Philosophy	20	O	CD	100%	A		
NCHPH724	Contemporary Ethics	20	O	CD	100%	A		
NCHPH725	Epistemology and Philosophy of Science	20	O	CD	100%	A		
NCHPH726	History of Ethics	20	O	CD	100%	A		
NCHPH743	Kant and Post-Kantian Philosophy	20	O	CD	100%	A		
NCHPH728	Logic	20	O	CD	50%	A	50%	Exam
NCHPH729	Metaphysics	20	O	CD	100%	A		
NCHPH730	Philosophy of Mind and Language	20	O	CD	100%	A		
NCHPH744	Early Modern Philosophy	20	O	CD	100%	A		
NCHPH733	Political Philosophy	20	O	CD	100%	A		
NCHPH721	Philosophy Master's Dissertation	60	C	CD	80%	Diss	20%	Oral

COURSE TYPE: C = 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	Exam
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