



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Metaphysics				
Module Code	UZRPMA-30-2	Level	2	Version	3.1
Owning Faculty	Health and Applied Sciences	Field	Philosophy		
Contributes towards	BA (Hons) Philosophy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the nature of metaphysical inquiry;</li> <li>• Evidence an advanced level of philosophical skill;</li> <li>• Locate, analyse and criticise the metaphysical assumptions underlying a given theoretical position;</li> <li>• Understand the context and relevance of metaphysics in diverse fields of inquiry.</li> </ul> <p>All of the above are assessed through all components and elements of assessment.</p>
Syllabus Outline	<p>Reality and appearance; being and existents; being and becoming; truth and illusion; connectivity and correlation; the universal and the particular; necessity and contingency; the nature of theory; art and metaphysics; politics and metaphysics; science and metaphysics; realism and idealism; system and experience.</p>

Contact Hours	Typically 72 hours across the delivery of the module																				
Teaching and Learning Methods	<p>Teaching will be by lecture and seminar, with lectures outlining the core problems and seminars providing an environment for students to broaden their understanding of the problems. Students will be encouraged to take an active role in the latter through weekly presentations, aiding in the development of core argumentative, communicational and analytical skills. Students will be further encouraged to discover new contexts for the problems under discussion and bring materials to seminars in order to demonstrate these problems at work.</p> <p><b>Technology Enhanced Learning (TEL):</b> The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, is regularly used to support students' learning, carry out teaching and learning activities, as well as to store and disseminate learning materials. By means of these systems, students will be able to engage with the material, other students and members of staff, while also making use of the options they provide (blogs, journals, audio, video, discussion boards, wikis, and so on). In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to facilitate remote contact and thus increase flexibility, particularly for students who live far from campus. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<a href="http://ro.uwe.ac.uk/">http://ro.uwe.ac.uk/</a>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and the assessment of a portfolio of work.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1301 1374 1693"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section</p>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Reading Strategy	<p>Essential reading will be provided electronically or as printed study packs. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources.</p> <p>Guidance to some key authors and journal titles available through the Library will be given on UWEonline. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out.</p> <p>It is important that students can identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1.</p> <p>There are some excellent books published in this subject area. Students will be encouraged to buy at least one book. A list of recommended titles will be provided in the Module Handbook and updated annually</p>
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Indicative Reading List	<p>Aristotle, <i>Metaphysics</i> (any edition)</p> <p>Bergson, H. (1998) <i>An introduction to Metaphysics</i>. Indianapolis:Hackett Publishing.</p> <p>Bergson, H (1984) <i>Creative Evolution</i>. Lanham, ML: University Press of America</p> <p>Burnham, D.(2001) <i>An Introduction to Kant's Critique of Judgement</i>. Edinburgh: Edinburgh University Press.</p> <p>Cottingham, J, ed. (1999), <i>Western Philosophy</i>. Oxford: Blackwell.</p> <p>Hegel, G. W. F. (1972), <i>Logic</i>. Oxford: Oxford University Press.</p>
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**Part 3: Assessment**

Assessment Strategy	<p>Philosophy as a discipline places a heavy emphasis on skills of analysis, argument and the written text. The assessment strategy is designed to ensure students develop the skills confidence and capacity to work with complex reasoning and ideas under a degree pf pressure.</p> <p>Exam and essays are equally weighted, however for the first sit there is a slight variation in the weighting to enable students to become accustomed to complex ideas.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.Exan (3 hours)	50%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.Essay (2000 words)	20%
2.Essay (3000 words)	30%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.Exam (3 hours)	50%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.Essay (5000 words)	50%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	