Programme Specification

Section 1: Basic Data	
Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Social Sciences & Humanities
Programme accredited by	Not Applicable
Highest award title	BA (Hons) Philosophy
Default award title	BA (Hons) Philosophy
Interim award title	BA; Diploma in Higher Education; Certificate in Higher Education
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	V500
Relevant QAA subject benchmarking group(s)	Philosophy
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	Sept 2006 Updated February 2008 Int Variant: 1st Sept 2008

Faculty Processes:

(Original Version) Approved by: SSH PMAC (28th May 2008)

(Updated Version) Approved by Professor Adrian Chandler (Chair of SSH PMAC) – 1.9.08

(Final Version) Approved by Professor Adrian Chandler - 27.9.08

International Variant

Valid from September 2008

Variant delivered via Bachelor of Arts in Philosophy programme, College of Humanities and Sciences. Virginia Commonwealth University

Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To assist students realise their potential.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To teach academically challenging and vocationally relevant modules in Philosophical Studies, which will provide students with an understanding of the economic, political and social features of the world.
- To teach Philosophy organised about specific themes, such that students may benefit from diversity of perspective as well as specificity of discipline.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules and disciplines in order to meet their particular educational needs and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgment.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To provide an opportunity for international exchange and study abroad.
- To offer students the opportunity to understand key themes in ethics, metaphysics and epistemology.
- To offer students a broad overview of central philosophical issues.
- To offer students a thorough grounding in a particular field within Philosophy (e.g. the philosophy of psychoanalysis, feminist philosophy, etc.).
- To impart a range of specifically 'philosophical' skills – argumentation, analysis and critical thinking.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of:	**Teaching/learning methods and strategies:**
1. key aspects of the philosophical tradition; 2. key philosophical concepts; 3. key philosophical problems; 4. a range of fields of philosophical inquiry and a range of schools of thought; 5. a range of methods for undertaking philosophical inquiry.	Students acquire knowledge and understanding through lectures, seminars, participation in independent study and various forms of assessment preparation. Each module provides at least a partial address to each of these elements, increasing in complexity with progress between levels. Lectures supply initial overviews while fostering critical and analytic skills by adopting, where appropriate, an interrogative approach. Seminars are either task- or student driven, depending on the case, and provide opportunities to practise analytic, discursive and argumentative skills following readings of appropriate texts. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

	Assessment: Students are assessed by a range of methods, including oral presentations, written assignments including essays and projects, as well as by end of year exams.

B Intellectual Skills

B Intellectual Skills	**Teaching/learning methods and strategies**
1. read relevant texts critically; 2. offer a critical analysis of the views and arguments presented by philosophers and others; 3. reflect on their own unquestioned assumptions; 4. reflect on the assumptions and principles of particular inquiries; 5. construct and defend arguments across a range of topics.	All skills are acquired through lectures, seminars, oral presentations, group and individual independent study. Lectures exemplify and examine all the various skills in a variety of philosophical settings. Seminars enable the students to develop these skills through group discussion, interrogation of prepared readings and seminar topics, and in hazarding arguments. Students are strongly encouraged to engage both in independent reading and independent discussion. **Assessment** *Students are assessed by a range of methods, including oral presentations, written assignments including essays and projects, as well as by end of year exams.*

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
At the end of the award students should be able to: 1. distinguish between different fields of philosophical enquiry (ontology, epistemology, metaphysics etc); 2. distinguish between different objects of philosophical enquiry (reality, knowledge, mind, time, morality etc); 3. demonstrate an ability to articulate, and, to some extent, critically assess, a range of forms, aspects, and problematics, of philosophical reasoning, which define the Western philosophical tradition (materialism/idealism, dualism/monism, holism/analysis, transcendence/immanence etc); 4. demonstrate an ability to articulate, and to critically assess, a range of schools/traditions of philosophical reasoning (Cartesian, Kantian, Nietzschean, Idealist, feminist, post-structural etc.) 5. demonstrate a broad ability to think, write, and debate coherently, about issues of philosophical concern. 6. demonstrate the ability to communicate their findings in a variety of ways. 7. demonstrate the ability to manage their time effectively, balancing competing demands from their academic, domestic and working lives.	Acquisition of the various skills is through lectures, seminars, oral presentations and independent study. Lectures offer overviews of the topics under consideration and provide the opportunity for students to demonstrate critical thinking. Seminars enable students to discuss, debate and explore issues, following readings of appropriate texts. Students are encouraged to engage both in independent reading and independent discussion. **Assessment** All skills are assessed by means of oral presentations; written assignments including essays and projects, as well as by means of end of year exams. These skills are demonstrated at their highest level in the project module, while optional modules allow for their broader development.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
At the end of the award students will have: 1. the ability to think constructively and independently; 2. a proficiency in writing and analytical skills; 3. a proficiency in problem identification and solving skills; 4. the ability to communicate their findings in a variety of ways; 5. the ability to analyse material from a variety of sources.	Group work; seminars, workshops; class debates and discussions. **Assessment** Written assignments of various forms; end of year exams and oral presentations.

Section 4: Programme structure
Use next page to provide a structural chart of the programme showing:
- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

		Compulsory modules	Optional modules	Interim Awards:
E N T R Y ↓	**level 1**	• UPZPAA-30-1 Introduction to Philosophy • UPZPMS-30-1 Ancient Philosophy	Students must take an additional 60 credits from the list of approved additional modules (Full list available from the School Administration team). *Recommended:* UPPNXZ-30-1 Ideas and Power	• Credit requirements\: 120 – Certificate in Higher Education. • Other requirements None
		Core modules There are no core modules at this stage of the award		
	Level 2	**Compulsory modules** • UPZPMA-30-2 Metaphysics: Being Appearance & Reality	**Optional modules*** Students must take a further 60 credits from the following list of approved Philosophy modules: • UPZPRD-30-2 Modern Philosophical Texts • UPZPMT-30-2 Kant • UPZPMD-30-2 Aesthetics Plus 30 credits from the list of approved HLSS U/G modules. (Full list available from the School Administration team).	**Interim Awards:** • Credit requirements: 240 – Diploma in Higher Education • Other requirements None
		Core modules There are no core modules at this stage of the award.		
	Year At	(See International Variant – see next page)		
	Level 3	**Compulsory modules** • There are no compulsory modules at this stage of the award	**Optional modules** Students must take 120 credits from the approved list of philosophy modules • UPZNPV -30-3 Philosophy Project • UPZPRC-30-3 Contemporary Continental Philosophy • UPZNPB-15-3 Body & Emotion • UPZNPY-15-3 Body & Philosophy • UPZPMR-30-3 Film & Philosophy	**Prerequisite requirements** • Minimum credit/module requirements: 120 Other: None
		Core modules There are no core modules at this stage of the award.		**Awards:** • Target/highest: BA (Hons) Philosophy • Default title: BA Philosophy, BA (hons) Humanities, BA Humanities. **Credit requirements** BA (Hons):360 BA: 300
→ GRADUATION				

Level 2 BA (Hons) Philosophy International Variant – Philosophy undergraduate programme, College of Humanities and Sciences. Virginia Commonwealth University

NOTE: STUDENTS MUST TAKE A TOTAL OF 10 (US three credit – Level 300/400) MODULES

| NOTE: STUDENTS MUST TAKE A TOTAL OF 10 (US three credit – Level 300/400) MODULES (equivalent to UWE Level 2). | **Compulsory modules**

There are no compulsory modules at this stage of the award. | **Optional modules**

Students must take **7** modules from the following list (see also comment at end of this column*):

• PHIL 103 Ancient and Medieval Philosophy
• PHIL 104 Modern Western Philosophy
• PHIL 301 Mind and Reality
• PHIL 302 Reason and Knowledge
• PHIL 327 Ethical Theory
• PHIL 303 Philosophy of Language
• PHIL 335 Social and Political Philosophy
• PHIL 713 Ethics and Public Policy

Students must take an additional **3** modules from the following list:
• POLI 301 U.S. Parties and Elections
• POLI 302/AFAM 302 Politics of the Civil Rights Movement
• POLI 303 Public Opinion, Polling and the Media
• POLI 306 The Congress
• POLI 308 U.S. Presidency
• POLI 310 Public Policy
• POLI 311/ENVS 311 Politics of the Environment
• POLI 314 U.S. Constitutional Law
• POLI 315 Courts and Politics
• POLI 318/AFAM 318/WMNS 318 Politics of Race, Class and Gender
• POLI 341, 342 History of Political Thought
• POLI 344 Contemporary Political Theory
• POLI 345/AFAM 345 African-American Politics
• POLI 351/INTL 351 Governments and Politics of the Middle East
• POLI 352/INTL 352 European Governments and Politics
• POLI 353/INTL 353 Latin American Governments and Politics
• POLI 354/INTL 354 Russian and Post-Soviet Politics
• POLI 355/INTL 355 Asian Governments and Politics
• POLI 356/AFAM 356/INTL 356 Government and Politics of Africa
• POLI 357/AFAM 357/INTL 357 Politics of Southern Africa
• POLI 358/INTL 358 Concepts of Comparative Government
• POLI 363/INTL 363 U.S. Foreign Policy
• POLI 365/INTL 365 International Political Economy
• POLI 366/WMNS 366/INTL 368 Women and Global Politics
• POLI 367/CRJS 367/HSEP 301 Terrorism
• POLI 448 Scope and Method of | **Interim Awards:**
• Credit requirements: 240 (EQUIVALENT) – Diploma in Higher Education

• Other requirements None |

Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels
Normally Tariff Pints within the range of 240-300

BTEC – An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits

Irish Highers – Passes with grades within the following range: BBB – BBBB.

Access Courses – Validated access course in appropriate subjects.

Baaccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

Students seeking to undertake the international variant are advised that a selection process may apply. Further information is available from the Faculty Academic Registrar (or nominee)

Section 6: Assessment Regulations

a) **MAR 3.1**   Yes

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

- Induction Programme for orientation and study skills
- Detailed Student Handbooks and Module Guides.
- Problem based learning methods where appropriate
- Extensive specialist library
- On-line learning resources, Blackboard, Internet, Intranet and email access
- Access to academic tutors and student advisors: dedicated office hours for all staff, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical support.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- Graduate Development Programme
- **International Variant includes directly comparable features and support. In many areas student support at VCU is superior to that provided at UWE.** .

Section 8 Reference points/benchmarks

- QAA subject benchmarks.
- University teaching and learning policies.
- International Variant was also planned in accordance with QAA benchmarked requirements

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.