Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	CAHE
Programme accredited by	Not applicable
Highest award title	BA (Hons) Philosophy
Default Award	None
Interim award title	BA Philosophy DIpHE Philosophy CertHE Philosophy
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)	September 2010 Updated February 2011 Updated May 2011

Authorised by…   **Date:…**

Version Code 5.2

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

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 Philosophical Studies in combination with each other and in groupings ("pathways") 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 some central philosophical issues.
- To offer students a thorough grounding in a particular field within philosophical studies (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: 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.	**Teaching/learning methods and strategies:** 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:	These skills are mainly taught by means of the following modes:
1. the ability to think constructively and independently;	Group work; seminars, workshops; class debates and discussions.
2. a proficiency in writing and analytical skills;	**Assessment**
3. a proficiency in problem identification and solving skills;	Written assignments of various forms; end of year exams and oral presentations.
4. the ability to communicate their findings in a variety of ways;	
5. the ability to analyse material from a variety of sources.	

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:
ENTRY ☐	**l e v e l 1**	**Compulsory modules** • UPZPAA-30-1 Introduction to Philosophical Studies: Theoretical Philosophy • UPZPMS-30-1 Ancient Philosophy • UPPNFF-30-1 Ideas and Power **Core modules** There are no core modules at this stage of the award	**Optional modules** Students may take one from a range of additional modules. (Full list available from the Faculty Administration team).	**Interim Awards:** • Credit requirements 120 – Certificate in Higher Education Philosophy • Other requirements None
	l e v e l 2	**Compulsory modules** • UPZPMA-30-2 Metaphysics: Being Appearance & Reality • UPZPMT-30-2 Kant **Core modules** There are no core modules at this stage of the award	**Optional modules** Students must take two Philosophy modules from the list UPPNGC-30-2 Contemporary Political Philosophy UPZPMC-30-2 – Philosophy and Tragedy UPZPMU-30-2 Hellenistic Philosophy UPZNQX-30-2 Ethics UPZNNY-30-2 C19th German Philosophy	**Interim Awards:** • Credit requirements 240 – Diploma in Higher Education • Other requirements None

level 3	Compulsory modules	Optional modules	Prerequisite requirements
	There are no compulsory modules at this stage of the award	Students must take four philosophy modules	• Minimum credit/module requirements: 120 • Other: None
	Core modules There are no core modules at this stage of the award	UPZNPV-30-3 Philosophy Project UPZPRC-30-3 Contemporary Continental Philosophy UPPNJB-30-3 Theories of Justice UPZNPF-30-3 Feminist Theory UPPNGB-30-3 Ethical Issues in Politics UPZPMR-30-3 Film and Philosophy UPZNQY-30-3 Medieval Philosophy UPZNR3-30-3 Philosophy of Mind UPZNR4-30-3 Advanced Philosophical Texts	**Awards:** • Target/highest: BA (Hons) Philosophy • Default title: BA Philosophy, BA (Hons) Humanities, BA Humanities **Credit requirements** BA (Hons):360 BA: 300

☐ **GRADUATION**

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

Tariff points as appropriate for the year of entry

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.

Section 6: Assessment Regulations

a) **University Academic Regulations**   ☐

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.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical and instructing staff.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice.
- Access to academic tutors and student advisors

Section 8: Reference points/benchmarks

- QAA subject benchmarks: Philosophy
- University teaching and learning policies.
- University assessment policy
- Faculty teaching and learning policy

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.