University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	
Faculty responsible for programme	ACE
Department responsible for programme	Arts
Modular Scheme Title	n/a
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	None
Highest Award Title	BA(Hons) Philosophy
Default Award Title	None
Interim Award Titles	BA Philosophy; DipHE Philosophy; CertHE Philosophy
UWE Progression Route	
Mode(s) of Delivery	Full Time
Codes	**UCAS: V500** **JACS:** **ISIS2: V500** **HESA:**
Relevant QAA Subject Benchmark Statements	Philosophy
CAP Approval Date	25 January 2012
Valid until Date	September 2017
Version	5.2

Part 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.

Part 2: Educational Aims of the Programme

- 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.

Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
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.

Part 3: Learning Outcomes of the Programme	
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 and 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	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.

Part 3: Learning Outcomes of the Programme	
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.	

D Transferable Skills and other attributes	
D Transferable Skills and other attributes 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.	**Teaching/learning methods and strategies:** These skills are mainly taught by means of the following modes: Group work; seminars, workshops; class debates and discussions.
	Assessment: Written assignments of various forms; end of year exams and oral presentations.

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY

		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	• UPZPMY-30-1 Reason and Knowledge • UPZPMS-30-1 Ancient Philosophy • UPZPMW-30-1 Problems of the Self • UPZPMX-30-1 The Death of God and the Meaning of Life	No options	• Credit requirements 120 – Certificate in Higher Education Philosophy Other requirements None
	Year 2	• UPZPMA-30-2 Metaphysics: Being Appearance & Reality • UPZPMT-30-2 Kant	Students must take two Philosophy modules from the list UPPNGC-30-2 Contemporary Political Philosophy UPZPMU-30-2 Hellenistic Philosophy UPZNQX-30-2 Ethics UPZNNY-30-2 C19th German Philosophy	• Credit requirements 240 – Diploma in Higher Education Other requirements None
	Year Out:			

		Compulsory Modules	Optional Modules	Interim Awards
Year 3		There are no core modules at this stage of the award	Students must take four philosophy modules UPZNPV-30-3 Philosophy Project UPZPRC-30-3 Contemporary Continental Philosophy UPPNJB-30-3 Theories of Justice 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	Credit requirements BA: 300

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Part 5: Entry Requirements
The University's Standard Entry Requirements apply with the following additions: 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

Part 6: Assessment

A: Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, unseen and open-book exams, and presentations. These are detailed in the following assessment map:

Assessment Map for *BA (Hons) Philosophy*

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UPZPMY-30-1	A (50)						B (50)			
	UPZPMS-30-1	A (40)						B (60)			
	UPZPMW-30-1	A (40)						B (60)			
	UPZPMX-30-1	A (40)						B (60)			
Compulsory Modules Level 2	UPZPMA-30-2	A (50)						B (50)			
	UPZPMT-30-2	A (50)						B (50)			
Compulsory Modules Level 3	None										
Optional Modules Level 2	UPZNQX-30-2	A (50)						B (50)			
	UPZNNY-30-2	A (50)						B (50)			
	UPZPMU-30-2	A (40)						B (60)			
	UPPNGC-30-2	A (50)						B (50)			
Optional Modules Level 3	UPZNPV-30-3							B (30)	A (70)		
	UPZPRC-30-3						A (25)	B (75)			
	UPZPMR-30-3	A (40)						B (60)			
	UPZNQY-30-3						A (25)	B (75)			

Part 6: Assessment

	UPZNR3-30-3	A (50)					B (50)					
	UPZNR4-30-3	A (50)					B (50)					
	UPPNGB-30-3	A (50)					B (50)					
	UPPNJB-30-3	A (40)					B (60)					

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Philosophy programme teaching is a mix of scheduled and independent learning

Scheduled learning includes lectures, seminars, tutorials, project supervision, external visits. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of 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

Part 8: Reference Points and Benchmarks
Description of *how* the following reference points and benchmarks have been used in the design of the programme: QAA subject benchmark statements University strategies and policies Staff research projects Employer interaction and feedback

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, available on the University's website.