



## Part 2: Educational Aims of the Programme

curriculum of the programme, in particular, is designed with this objective in mind.

More specifically the programme aims:

- To provide a general educational experience through which students will acquire a range of knowledge, skills, and virtues associated with learning and reflection. All of which are designed to prepare them for citizenship and employment in later life
- To foster critical study, collaborative co-operative and independent learning
- To equip students with the transferrable skills of critical and creative thinking, problem-solving, rational negotiation, and the ability to produce quickly articulate public discourse, in written and spoken forms.
- To promote self-criticism and reflexive awareness.
- To give students the opportunity to become familiar with educational and other forms of technology relevant to preparing them for citizenship and employment.
- To help students realise their potential by giving them a space in which to open up for themselves possible pathways for the future, including further study as well as kinds of employment that were not possible for them prior to university or that they were not aware of prior to their studies.
- In the above context, to provide skills appropriate to a wide range of careers – including the self-confidence, autonomy, and creative initiative required to contribute and participate fully in society and to work in all settings – including entrepreneurial settings.
- To offer the opportunity for liberal arts education - especially for students who might not otherwise have such an opportunity.
- To enable students to engage in problems and issues in the 'real world' beyond the university, such as issues in applied ethics, environmental ethics, medical ethics, questions of health and illness (which in the Philosophy programme will involve the students in our many collaborations with other programmes, universities and institutions)
- To provide an outward facing set of educational opportunities that include the opportunity to engage with and provide support to a range of partners and stakeholders in the Bristol area through placements, partnerships and community focused research
- To teach a curriculum, unique among United Kingdom philosophy programmes, covering in depth all of the main areas in the history and current practice of philosophy, in particular giving equal weight to the Anglophone analytic and Continental European traditions of philosophy, and to demonstrate how contemporary philosophy cannot be studied in isolation from the history of philosophy, nor from the problems that beset the contemporary age.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Through this Philosophy programme, students will acquire analytic skills, greatly improved critical thinking, the ability to rationally dissent and negotiate, to identify and solve problems, to more successfully understand and negotiate the natural and social world both within and without the university. They will acquire a well-rounded knowledge of the history of philosophy and the way this has gone to create philosophy's contemporary state, in both its Anglo-American and European guises. Their overall understanding and vision of the world will be transformed through this course of study. Overall, 360 Credits need to have been achieved to pass the degree.

## 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:

### **A. Knowledge and Understanding (subject specific)**

1. key aspects of the philosophical tradition;
2. key philosophical concepts;
3. key philosophical problems;

### **Part 3: Learning Outcomes of the Programme**

4. a range of fields of philosophical inquiry and
5. a range of schools of thought;
6. a range of methods for undertaking philosophical inquiry.

#### **B. Intellectual Skills (generic)**

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.

#### **C. Subject/Professional/Practical Skills (subject specific)**

1. distinguish between different fields of philosophical enquiry (ontology, epistemology, metaphysics, ethics, aesthetics etc);
2. distinguish between different objects of philosophical enquiry (reality, knowledge, mind, time, morality etc);
3. demonstrate an ability to articulate, and critically assess, a range of forms, aspects, and problematics of philosophical reasoning, which define the 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 and traditions of philosophical reasoning.
5. demonstrate a broad ability to think, write, and debate coherently, about issues of philosophical concern. To learn to explain philosophical ideas to a lay audience. To be able to speak coherently about philosophical matters to those in the local community and beyond. This will also involve being able to apply theoretical matters to practical situations in the real world.

#### **D. Transferable Skills and other attributes (generic)**

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.
6. the ability to communicate their findings in a variety of ways, including presentations deploying the appropriate technological means, as necessary.
7. the ability to manage their time effectively, balancing competing demands from their academic, domestic and working lives.







## Part 4: Student Learning and Student Support

**Technology Enhanced Learning (TEL):** 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 (<http://ro.uwe.ac.uk/>) 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.

In Philosophy we also use a 'Community' site on Blackboard, the 'Philosophy Community Pages', to make announcements, and distribute information to students and staff, particularly about talks, conferences and other events. We also use a 'staff only' section to store important documents, presentations, and suchlike that are being frequently updated and are of use to other staff.

Philosophy staff and students also make daily use of a dedicated UWE Philosophy Facebook site and UWE Philosophy Twitter feed.

### Description of any Distinctive Features

Philosophy at UWE equips its students to argue and speak coherently about philosophical matters to those inside and outside of the university, by means of a rigorous training in rational thought and coherent articulation of problems, solutions, and arguments. It thus provides its students with the ability to think carefully about problems at the level of theory, and then to apply such theoretical matters to practical situations in the real world, in the local community and beyond.

The transferable skills provided by the programme (in terms of critical and analytic thinking, the skill of argumentation and negotiation, clear identification of problems and their solutions) produce an excellent standard of employability among our students, evidenced nationally and internationally by the high rates of employment among philosophy graduates.

The programme enjoys strong collaboration with the Bristol Robotics Laboratory and with other departments and faculties within the university, as well as institutions beyond the university and in the wider Bristol area. Further, our focus on the philosophy of health and medicine, psychoanalytic theory and therapeutic approaches has allowed us to embed our programme in the Faculty of Health and Applied Sciences, and to contribute to various Research Centres in UWE and the University of Bristol.

The programme has a strong engagement with current trends in the area of technology and technologically enhanced learning, which is also reflected in our recent initiations of many social media outlets and other internet based systems and events.

Other key features include:

- Induction Programme for orientation and study skills, including meeting academic personal tutors.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library.
- A curriculum especially devised to be substantively unique among British philosophy departments (combination of analytical and continental traditions, together with emphasis on



#### Part 4: Student Learning and Student Support

history of philosophy)

- A programme devised to be distinctive, amongst British philosophy departments, in terms of its emphasis on preparing students for the world of work and active citizenship.
- Work based learning through activities such as volunteer placements.
- Engaging students from backgrounds that are not traditionally associated with a humanities education
- Philosophy Common Room, with a dedicated philosophy library of many hundreds of books on Philosophy, Science, and Technology.
- Philosophy Visiting Speaker Series
- Philosophy Film Club.
- 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.
- Research is integrated into teaching throughout this programme. Sessions are informed by activities of relevant staff research, and the research strengths are reflected in the design of the curriculum with modules shaped by the particular interests and current work of the academic staff teaching it. Also through staff supervision of Level 3 projects.
- Students are actively encouraged to engage with research active staff on an extra- curricular basis. This is through diverse means which include, for example, the provision of many visiting speaker talks, public engagement events (often in the city), conferences, graduate and staff, as well as being encouraged to attend and speak at undergraduate conferences at UWE and elsewhere. By this means students quickly come to experience themselves as direct contributors, participants and co-researchers in a shared project.
- Students are also encouraged to publish their work in the undergraduate UWE Philosophy journal *Agora* and to attend the yearly *World Philosophy Day* event, organized by undergraduates and designed by them to find out more about the current research of academic staff.
- Philosophy students also run a flourishing undergraduate philosophy society, with social events in town, as well as independently inviting visiting speakers and UWE lecturers and graduates to speak to them, as well as organizing debates among themselves.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

##### Assessment Strategy:

##### Forms of assessment

- An aim of the programme is to assess our modules by means of an appropriate variety of forms of assessment.
- It should be born in mind, however, that philosophy as a discipline places a heavy emphasis on skills of analysis, and argument focusing on the written text, and so the written text figures prominently in the assessment strategy
- Part of the strategy is to ensure that students develop the skills, confidence and capacity to work with complex reasoning and ideas under a degree of pressure. This is also reflected in



## Part 5: Assessment

the emphasis on written examinations in the assessment strategy

The following forms of assessment are prominent in the assessment strategy:

- A mixture of formal written examinations to assess the internalised learning of topics and texts within the history of philosophy and its contemporary forms, and with respect to contemporary problems;
- essays to assess the ability to construct a scholarly piece of written work, thus training the student to become a scholar and to learn the conventions that govern academic work and life; written work also develops the ability to express oneself clearly and rationally, as required by any serious profession beyond the university.
- Oral presentations to give experience in public speaking and communication skills. Group work including seminar leading ('symposia') to give experience in collaboration and leadership.
- The design and carrying out of independent projects and long research essays and dissertations, to give experience in research, to encourage individuality and originality, and to encourage the long term devotion to a single project, necessary for fostering a serious, important career.
- Presentation of work in forms designed for lay audiences. This ensures that not only skills, but also substantive knowledge may be employed in the world beyond the university
- Short tests. Some areas of the discipline (such as formal logic) lend themselves to this kind of assessment. It also trains the student to think, work, and solve difficult problems quickly, and under a degree of pressure.
- Portfolios containing a wide range of form of evidence of learning. In some cases the forms of evidence that the student may provide are quite flexible. These portfolios are electronic in format. This introduces a dimension of Technology Enhanced Learning.

This range of assessments will allow students to demonstrate to potential employers that they have skills and experience in all of these areas (working in a group, leadership, working under pressure, independent work, originality, producing quickly a coherent rational written piece of work). It will also provide the student with the confidence and competence to participate, contribute and engage as a citizen through the full range of communication media.

### **Spread of Assessment and Assessment Load**

The programme team ensure that assessment is spread throughout the academic year in a way that makes sense, and is achievable and manageable for students.

The assessment load at Level 1 has been reviewed as part of the curriculum review and this has led to a reduction in the length of level 1 written examinations (to two hours rather than three). The overall assessment load is entirely commensurate with comparable programmes at comparable institutions, as evidenced by our external examiners. This will, however, be continue to kept under review.

### **Assessment Feedback**

Students are provided with both formative and summative forms of feedback.

1. Students are encouraged to work together with module leaders on the preparation of their coursework. Office hours, an open door policy, and a 48 hours email turnaround policy ensure that students can promptly discuss their work, gain feedback on plans and draft work throughout the year. In some cases (eg Philosophy of Mind) there are set periods for formative feedback on coursework plans.
2. Increasingly, as the student progresses through the programme, this formative collaboration between staff and students leads to students designing their own topics, essay titles, and programmes of study – with guidance and feedback from academic staff. Clearly this is the case with the project module – but it is also the case with many of the taught modules.
3. Tutorials provide an opportunity for students to gain formative feedback on their ideas and work

## Part 5: Assessment

- throughout the year. In some cases this is formalized into assessed presentations.
4. The project module provides an opportunity to gain feedback throughout the year as students engage with staff through project supervision.
  5. Feedback on marked written work is designed to provide the student with an understanding of their performance in a number of areas – writing including overall structure, research and scholarship, quality of argument and conclusions. Such feedback is provided on an individual basis for each piece of work.
  6. Feedback is designed to be entirely constructive such that the student knows clearly what they must do to gain higher levels of attainment in future.
  7. For written examinations generic feedback is provided by the module leader – such that students are able to pick out the areas in which they might improve in future. Academic staff are also available to discuss examination performance with students on an individual basis where requested.
  8. The assessment overall is designed to be commensurate with the educational aims and learning outcomes.
  9. Overall feedback to students on their work is designed to give them excellent guidance, expand their horizons and develop their confidence in their capacity to master such a challenging discipline. This being perfect preparation for active citizenship and employment beyond university.

### Assessment Map

The programme encompasses a range of **assessment methods** including; written exams, written assignments, oral examinations, presentations, projects, research design (including writing research proposals and critical bibliographies), group-work, seminar leading, among others. These are detailed in the following assessment map: *Note – some important, and diverse, forms of assessment (eg short tests, presentations for lay audiences etc) are contained within the portfolios*

#### Assessment Map for BA (Hons.) Philosophy

		Type of Assessment*									
		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	UZRPMX-30-1 Ancient Philosophy	A (40)						B (60)			
	UZRPMX-30-1 The Death of God and	A (40)						B (60)			



**Part 5: Assessment**

<b>Modules Level 3</b>	of Technology										
	UZRSTU- 15-3 Philosophy of Nature and Science										
	UZRNR3- 30-3 Philosophy of Mind	A (50)						B (50)			
	UZRNR4- 30-3 Advanced Philosophic al Texts	A (50)						B (50)			
	UZRPMP- 30-3 Film and Philosophy	A (40)						B (60)			
	UZRPRC- 30-3 Contempor ary Continental Philosophy						A (25)	B (75)			
	UZRPN3- 30-3 Early Modern Philosophy	A (50)						B (50)			
	UZRNQY- 30-3 Mediaeval Philosophy						A (25)	B (75)			
	UZQNGB- 30-3 Ethical Issues in Politics	A (50)						B (50)			
	UZQNJB- 30-3 Theories of Justice	A (40)						B (60)			

## Part 6: 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				
	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UZRSTQ-15-1 Critical Thinking UZRSTB-15-1 Theories of Knowledge  UZRPM5-30-1 Ancient Philosophy  UZRPMW-30-1 Problems of the Self  UZRPMX-30-1 The Death of God and the Meaning of Life		Credit requirements  120 credits of which not less than 100 credits are at level 1 or above.
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UZQSTA-15-2 Use and Nature of Research  UZSSTR-15-2 Developing Self and Society  UZRPM5-30-2 Metaphysics	Students must take two Philosophy modules from the list  UZQNGC-30-2 Contemporary Political Philosophy UZRPMU-30-2 Hellenistic & Neoplatonist Philosophy UZRNQX-30-2 Ethics UZRNNY-30-2 19th Century German Philosophy UZRPMT-30-2 Kant	Credit requirements  240 credits of which not less than 220 credits are at level 1 or above and not less than 100 credits are at level 2 or above. Must include the 60 credits of compulsory modules.



Year Out/placement/international exchange: Erasmus exchange with Leuven University in Belgium, and Virginia Commonwealth University, USA. Optional.

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	Module number: USPSTS-30-3  Module name: Social Sciences Project/Placement Module	Students must choose a further 90 credits from this list: UZRSTB-15-3 Ethics of Technology UZRSTU-15-3 Philosophy of Nature UZRNR3-30-3 Philosophy of Mind UZRNR4-30-3 Advanced Philosophical Texts UZRPMR-30-3 Film and Philosophy UZRPRC-30-3 Contemporary Continental Philosophy UZRPN3-30-3 Early Modern Philosophy UZRNY-30-3 Mediaeval Philosophy UZQNGB-30-3 Ethical Issues in Politics UZQNJB-30-3 Theories of Justice	Credit requirements  300 credits of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above, and not less than 60 are at level 3 or above.  Other requirements: None  Target/highest Award: BA(Hons) Philosophy Credit requirements: 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above.

**GRADUATION**



### Part 7: Entry Requirements

The University's Standard Entry Requirements apply, according to the year and point of entry: see UWE Webpages:  
<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/undergraduateapplicationfaqs.aspx>

### Part 8: Reference Points and Benchmarks

The QAA subject benchmark statements for Philosophy have informed the design of the programme from the outset. The benchmarks were consulted during the planning process and at each stage of the design and development of the programme. They have influenced the selection of the educational aims and learning outcomes against which the teaching, learning and assessment processes have been specified.

University teaching and learning policies are embedded in the educational aims and learning outcomes of the programme. The University's commitment to promoting a diverse, integrated and flexible learning experience is reflected in the rich range of teaching, learning and assessment methods and strategies in evidence in the programme.

The research, scholarly and knowledge exchange activities and interests of staff have shaped the wide

## Part 8: Reference Points and Benchmarks

ranging provision of philosophical thinking at all levels of the programme. In particular this influence is evidenced by the varied and stimulating choice of option modules at level 3.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

We are engaged in constant discussions and collaborations with our current students from all years, as well as with our graduates, who often themselves become potential employers: we frequently invite them and other local professionals onto campus to speak to our students and describe to them the range of possible professions philosophers go into, and to enable work shadowing, placements and other activity relating to future employment. Our second year students run a project concerned with teaching philosophy at secondary schools, and promote this constantly to their fellow students. We also hold a yearly event for final year students, at which we discuss future prospects, including employment, Curriculum Vitae writing, and further study.

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](#).