STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	UWE Bristol, Frenchay Campus
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Health and Social Sciences
Modular Scheme Title	Undergraduate Scheme
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BA(Hons) Philosophy
Default Award Title	
Fall-back Award Title	
Interim Award Titles	BA Philosophy; DipHE Philosophy; CertHE Philosophy
UWE Progression Route	
Mode(s) of Delivery	Full Time, Part time , Foundation Year / SW
Codes	**Foundation Year Code: JACS:** **UCAS: V500**
	ISIS2:V500 · **HESA:**
Relevant QAA Subject Benchmark Statements	Philosophy (QAA 2007) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Philosophy.pdf

Part 2: Educational Aims of the Programme

The Philosophy programme at UWE has been designed to provide an intellectually stimulating and relevant learning experie[...] communities, workplaces and society and play their full part in the development of a sustainable global society and knowle[...] critique and make a difference to the world beyond university, and graduates who are prepared for lifelong learning, persona[...] 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 virtu[...] 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[...]
- To promote self-criticism and reflexive awareness.
- To give students the opportunity to become familiar with educational and other forms of technology relevant to preparin[...]
- To help students realise their potential by giving them a space in which to open up for themselves possible pathways fo[...]

Part 2: Educational Aims of the Programme

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.
- To offer a foundational pathway at Level 0 as part of the University of the West of England's widening participation strategy.

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 dissert 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:

ng Outcomes:	UZQRUX-30-0 Academic Skills	UZQRUY-30-0 Exploring the	UZQRV9-30-0 From Plato to	UZQRVA-30-0 People and	UZRSTQ-15-1 Critical Thinki	UZRSTB-15-1Theories of	UZRPMX-30-1 The Death of	UZRPMW-30-1 Problems of the Self	UZRPMS-30-1 Ancient	UZRY5J -15-2Nature and Use	UZRY5Q -15-2Developing Self	UZRNNY-30-19th Century	UZRPMA-30-2Metaphysics	UZRSyJ-15-2 Hellenistic	UZRSYQ-15-2Early Modern	UZRSYR-15-2 Feminist	UZRSYS-15-2 Marxist	UZRRVV-15-2 Philosophy of	UZRRVW-15-2 Philosophy of	UZRRVX-15-2 Theoretical	UZRRVY-15-2- Applied Ethics	UZRY5P -30-3Project	UZRNR3-30-3 Philosophy of	UZRNR4-30-3 Advanced	UZRPMR-30-3 Film and	UZRSYH-15-3 Social Pathology	UZRSYF-15-3 Phenomenology:	UZRY6R-15-3 Europe and	UZRY6S-15-3Power, Desire	UZRNQY-30-3 Mediaeval	UZRSTB-15-3 Ethics of Technology	UZRSTU-15-3 Philosophy of	UZQY6E-15-3Democracy in	UZQYAB-15-3Religion and
wledge and understanding of:																																		
ects of the philosophical			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
losophical concepts			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
ilosophical problems			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
of fields of philosophical and a range of schools of			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
of methods for undertaking phical enquiry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
llectual Skills																																		
levant texts critically	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X				X	x	x
critical analysis of views and nts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		X	x	x
on unquestioned assumptions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		X	x	x
on assumptions and principles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		X	x	x

articular inquiries																																						
struct and defend arguments	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	x		x
Subject/Professional/Practical s																																						
nguish between different fields of osophy			X		X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	x		x	x	x
nguish between different objects hilosophy			X		X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
onstrate an ability to articulate ritically assess a range of forms, cts and problematics of osophical reasoning			X		X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	x		x	x	x
onstrate an ability to articulate, o critically assess, a range of ools and traditions of philosophy			X		X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	x		x	x	x
onstrate a broad ability to think, e and debate coherently	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	x		x		
onstrate the ability to mmunicate findings in a variety of s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
onstrate the ability to manage effectively	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	x	x
Transferable skills and other oures																																						
ability to think constructively and pendently	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		x
oficiency in writing and analytical s	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	x		x		x
oficiency in problem identification solving skills	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		x
ability to communicate their ngs in a variety of ways	X	X	X	X	X					X	X												X		X	X	X		X	X								
ability to analyze material from a ety of sources	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		x

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Part 4: Student Learning and Student Support

Teaching and learning 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 per week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to 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) /BA (Hons) with Foundation Year the Philosophy programme teaching and learning involves a combination of scheduled and independent learning :

Scheduled learning includes lectures, seminars, tutorials, project supervision, external visits, fieldwork, project work, conferences, visiting speaker sessions. Scheduled sessions may vary depending on the module choices made.

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

Placement learning: Work placements and work based learning opportunities are available in the Developing Self and Society module at Level 2 and in the Project module at Level 3, in addition to the option of taking a placement year between levels 2 and 3 of study.

Additional Study Opportunities

a. Year 2 Study Abroad Exchange
Students enrolled on this programme may be provided with the opportunity to access study abroad opportunities (typically, but not exclusively, via the Erasmus scheme) during year 2 as a direct replacement for their UWE study. Students on such exchange schemes will do so for either 1 or 2 semester(s) and will be expected to undertake learning relevant to their programme of study at UWE and to an equivalent level and credit value. Students will be

required to agree their study abroad programme in advance with their programme leader which should be equivalent to at least 120 UWE credits (60 ECTS)for a full year exchange, or 60 UWE credits (30 ECTS) for a single semester exchange. Students are expected to study and pass the agreed modules (course/units) and to provide evidence of the achieved credit on their return to the UK. Any student failing to achieve the full credit amount while on exchange will be provided with the opportunity to make up credit through Independent study (to a maximum of 15 credits), or to undertake further study at level 2 at UWE if the shortfall is greater than 15 credits or advisable for the student's progress. Study abroad credit is recognised as pass/fail and therefore marks achieved through study abroad do not contribute to degree classification

b. Placement Year: Study Abroad

Students enrolled on this programme may be provided with the opportunity to study abroad in their third year between levels 2 and 3 of study. Students would be expected to undertake a relevant programme of learning agreed with their programme leader in advance. However, as this would not be directly replacing UWE modules and credit, the student would be able to expand their study beyond their immediate degree discipline. The study experience and developmental reflection would be captured and assessed as part of the Level 3 Social Sciences Placement Year module UZSY5D-15-3. On completion of the placement year students would return to UWE and undertake their final year of degree study.

c. Placement Year: Work-based placement (Employer-based or Entrepreneurial)

Students enrolled on this programme may be provided with the opportunity to undertake a work-based placement in their third year between levels 2 and 3 of study. Students would be expected to identify a relevant placement opportunity and to apply with the support of careers, academic staff and where appropriate enterprise support. If successful the student would undertake the placement during their third year and be provided with a visiting tutor. The placement experience and developmental reflection would be captured and assessed as part of the Level 3 Social Sciences Placement Year module UZSY5D-15-3. On completion of the placement year students would return to UWE and undertake their final year of degree study.

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

Part 4: Student Learning and Student Support

Philosophy at UWE (with Foundation Year) 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. This applied approach is underpinned by the concept of the BA (Hons)/ BA (Hons) with Foundation Year.

Other key features include:
- The programme offers entry via a Social Sciences interdisciplinary foundation year.
- 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 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.
- Opportunities to engage in a study abroad scheme or placement year.
- Engaging students from backgrounds that are not traditionally associated with a humanities education
- 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 undergradute 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

Part 4: Student Learning and Student Support

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 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 leaning. 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.

Part 5: Assessment

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 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*

Part 5: 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 0	UZQRUX-30-0 Academic Skills for Social Science						A (25)	B (75)			
	UZQRUY-30-0 Exploring the Social World and the Problems of Crime						A (20)	B (80)			
	UZQRV9-30-0 From Plato to Nato			A (50)				B (50)			
	UZQRVA-30-0 People and Social Science	A (40)									B (60)
Compulsory Modules Level 1	UZRPMS-30-1Ancient Philosophy	A (40)						B (60)			
	UZRPMX-30-1 The Death of God and the Meaning of Life	A (40)						B (60)			
	UZRSTQ-15-1 Critical Thinking (Philosophy)								A		A (100)
	UZRSTB-15-1 Theories of Knowledge	A (50)						B (50)			
	UZRPMW-30-1 Problems of the Self	A (40)						B (60)			
Compulsory Modules Level 2 (not all modules are offered each year; they alternate according to staff availability and student interest)	UZRPMA-30-2 Metaphysics	A (50)						B (50)			
	UZRY5J-15-2 Nature and Use of Research (Philosophy)										A (25) B (75)
	UZRY5Q-15-2 Developing Self and Society (Philosophy)								A		A (100)
	UZRY5P-30-3 Philosophy Project and Placement Module								A	A	A (100)
Optional Modules Level 2 (not all modules are offered each year; they alternate according to staff availability	UZRNNY-30-2 Nineteenth Century German Philosophy	A (50)						B (50)			
	UZRPMU-30-2 Hellenistic and Neoplatonist Philosophy	A (40)						B (60)			
	UZRRVV-15-2	A						B			

and student interest)	Philosophy of Art I	(50)					(50)			
	UZRRVW-15-2 Philosophy of Art II	A (50)					B (50)			
	UZRRVX-15-2 Theoretical Ethics	A (50)					B (50)			
	UZRRVY-15-2 Applied Ethics	A (50)					B (50)			
Optional Modules Level 3	UZRSTB-15-3 Ethics of Technology									
	UZRSTU-15-3 Philosophy of Nature and Science									
	UZRNR3-30-3 Philosophy of Mind	A (50)					B (50)			
	UZRNR4-30-3 Advanced Philosophical Texts	A (50)					B (50)			
	UZRPMR-30-3 Film and Philosophy	A (40)					B (60)			
	UZRPRC-30-3 Contemporary 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		Compulsory Modules	Optional Modules	Interim Awards
	Year 0	UZQRUX-30-0 Academic Skills for Social Science UZQRUY-30-0 Exploring the Social World and the Problems of Crime UZQRV9-30-0 From Plato to Nato UZQRVA-30-0 People and Social Science		120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
	Year 1	UZRSTQ-15-1Critical Thinking (Philosophy) UZRSTB-15-1Theories of Knowledge UZRPMS-30-1 Ancient Philosophy UZRPMW-30-1 Problems of the Self UZRPMX-30-1 The Death of God and the Meaning of Life		Certificate HE Philosophy Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0

Year 2	Compulsory Modules	Optional Modules	Dip HE Philosophy
	UZRY5J-15-2 Nature and Use of Research (Philosophy) UZRY5Q-15-2 Developing Self and Society (Philosophy) UZRPMA-30-2 Metaphysics	Students must take 60 Credits of Philosophy modules from the list UZRSYJ-15-2 Hellenistic Philosophy UZRSYQ-15-2 Early Modern Philosophy UZRSYR-15-2 Feminist Philosophy UZRSYS-15-2 Marxist Philosophies UZRRVX-15-2 Theoretical Ethics UZRRVY-15-2 Applied Ethics UZRRVV-15-2 Philosophy of Art I UZRRVW-15-2 Philosophy of Art II UZRNNY-30-2 19th Century German Philosophy **Available at discretion of the Programme Leader:** The following optional Independent study modules may be made available to students to facilitate participation in, and completion of, study abroad exchange schemes. UZQY33-15-2 UZQY34-15-2 UZQY35-15-2 UZQY36-15-2 UZQY37-15-2	Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0

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

	Compulsory Modules	Students must choose a further 90 credits from this list:	Interim Awards
Year 3	UZRY5P-30-3 Philosophy Project and Placement Module	UZRSSR-15-3 Ethics of Technology UZRSTU-15-3 Philosophy of Nature UZRNR3-30-3Philosophy of Mind UZRNR4-30-3Advanced Philosophical Texts UZRPMR-30-3Film and Philosophy UZRNQY-30-3Mediaeval Philosophy UZRSYF-15-3 Phenomenology: The Philosophy of Experience UZRSYH-15-3 Social Pathology and the Paradoxes of Modernity in the Frankfurt School UZQY6P-15-3 Religion and Politics UZQY6E-15-3 Democracy in theory and Practice UZRY6S-15-3 Power, Desire and Agency; Debates in 20th Century French Philosophy UZRY6R-15-3 Europe and Decolonisation UZSY5D-15-3 Social Sciences Placement Year	BA Philosophy Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. Other requirements: None Target/highest Award: BA(Hons) Philosophy Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

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.

Part 8: Reference Points and Benchmarks

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

FOR OFFICE USE ONLY

First CAP Approval Date				
Revision CAP Approval Date	17 January 2018	Version	3	Link to RIA 12464
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				