Programme Specification

Philosophy {Foundation}[Frenchay]

Version: 2026-27, v1.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Philosophy {Foundation}[Frenchay]

Highest award: BA (Hons) Philosophy

Interim award: BA Philosophy

Interim award: DipHE Philosophy

Interim award: CertHE Philosophy

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: Yes

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CHSS School of Social Sciences, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Part-time, Sandwich

Entry requirements: For current entry requirements see the UWE public website.

For implementation from: 01 September 2023

Programme code: V50J00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The Philosophy programme at UWE has been designed to provide an intellectually stimulating, meaningful, and contemporary learning experience. Our Philosophy students graduate equipped and able to realise their full potential, make a positive contribution to their communities, workplaces and society and to play their full part in the development of a sustainable global society and knowledge economy.

Philosophy students are well placed to follow careers in a diverse range of sectors, including: education, academic research, law, finance, the creative industries, healthcare, social work, not-for-profit organisations (NGOs) or the civil service. Many of our undergraduate students also specialise further through postgraduate study in specific areas of philosophy, law and other subjects.

The programme is entered via a Foundation Year in Social Sciences, in line with the university's widening participation strategy. Students start with an introduction to the core approaches to theory and research in Social Sciences (e.g. criminology, sociology, philosophy, politics and psychology) and policing. This helps them to combine their knowledge of different disciplines in theory and practice in the rest of the programme.

Features of the programme: Philosophy at UWE provides rigorous training in rational thought and coherent articulation of problems, solutions, and arguments, equipping students to argue and speak coherently about philosophical matters to a range of audiences, within and external to the university. Our Programme thus provides students with the ability to think carefully about problems at the level of theory, and then to apply such theoretical matters to practical situations and challenges in the real world, in the local community and beyond.

This Programme is organised around three core themes, which students can follow throughout their academic journey, in order to build a coherent and interdisciplinary teaching portfolio:

Health, Society, and Public Ethics

Modules in this theme will critically analyse issues such as decolonisation, mental health, and social pathology, allowing students to explore various strands of practical philosophy and consider its impact on other disciplines.

Technology, Environment, and Sustainability

Modules in this theme will focus on major issues in today's reality such as environmental crisis and sustainability, digital innovation and capitalism, philosophy of nature and posthumanism.

Human Flourishing and Creative Practice

Modules in this theme will explore the multiple facets of human creativity, from art, literature and film to gender and sexuality, to illustrate the value of philosophic contributions to human prosperity.

While developing these themes of engaged philosophy through an applied curriculum, which includes practical activities such as placements and live briefs, we also offer a highly diverse group of core theoretical modules which provide students with a comprehensive knowledge of the most central philosophical texts, problems, and methodologies. Through this students are able to develop a deep and critical knowledge of our discipline as well as fundamental transferable skills such as open-mindedness, creativity, entrepreneurship, empathy, and teamwork — all skills that are deemed crucial for future employability and self-fulfilment in the recent European Commission report on The Changing Nature of Work.

Students studying philosophy at UWE may be provided with the opportunity of studying abroad for 1 or 2 semesters during Level 5 as a direct replacement for their UWE study. Further information about our study abroad scheme is available below in 'Teaching and Learning Methods'.

Educational Aims: The programme aims to develop in its graduates the skills, knowledge, attitude and confidence to create, critique and make a difference to the world beyond university. The core curriculum of the programme, in particular, is designed to train professionals who are prepared for lifelong learning, personal development and success in whatever field they choose to work and participate.

More specifically the programme aims:

To provide an enriching educational experience through which students will acquire a range of knowledge, skills, and virtues associated with learning and reflection, which are all 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 develop and 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 construct and realise their own pathways for the future, for example: further study and avenues 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 develop personal capacities 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 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 those in applied, environmental, and medical ethics; questions of health and illness; decolonisation; and creative practice. This will be further informed through a range of 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 across the UK, that comprehensively covers all of the main areas in the history and current practice of philosophy and demonstrates how contemporary philosophy cannot be studied in isolation from the history of philosophy, nor from the practical problems which beset post/late modernity.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1.   Demonstrate a critical understanding of the key concepts and methods of a range of schools of thought, with a particular focus on the Continental tradition

PO2.   Demonstrate an ability to apply philosophical concepts and methodologies to contemporary social and political issues

PO3.   Demonstrate the ability to interpret a range of classical texts of the philosophical tradition and a recognition of their lasting value for the contemporary world

PO4.   Demonstrate the ability to construct, assess, defend, and criticize arguments; to identify and challenge basic assumptions; and to discuss ideas in a way that is open minded and inclusive as well as critical

PO5.   Articulate ideas clearly in written and spoken form, and pitch content appropriately for a variety of different audiences and contexts

PO6.   Use philosophical concepts, methods, and theories to interpret and assess different forms of cultural production including science, political discourse, arts, and other creative practices, and to assess their value and significance for human flourishing

PO7.   Articulate how abstract philosophical theories can help address in an ambitious and inclusive way the most urgent challenges of our society

PO8.   Apply abstract ideas, critical, communicative and problem-solving skills as means to overcome the boundaries of different fields, professions, and specialised terminologies, and articulating the interconnectivity of different areas of human activity

Assessment strategy: An aim of the programme is to assess our modules by means of a unique and quality-assured variety of forms of assessment, which gives our programme a distinctive character across the UK, and which is viewed as highly innovative externally. 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. The following forms of assessment are prominent in the assessment strategy:

Written 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 commitment to a single project, necessary for fostering a serious, important career.

Presentation of work in forms designed for lay audiences such as blogs and journals. This ensures students' abilities to apply skills, and disseminate substantive knowledge in the world beyond the university.

Portfolios containing a wide range of form of evidence of learning. Many portfolio pieces enable students to develop skills in writing formats of relevance to key employers such as reports, policy brief, multimedia artefacts, etc. In some cases the forms of evidence that the students may provide are quite flexible, which allows them a more personalised and creative form of learning, which adapts individual students' needs. 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). Achievement in these areas will also provide students with the confidence and competence to participate, contribute and engage as citizens through the full range of communication media.

Spread of Assessment and Assessment Load:
The Programme Team ensure that the assessment is spread throughout the academic year in a reasoned and balanced way, and that it is achievable and manageable for students. The Programme Team regularly liaise with student representatives to collect feedback on the assessment strategy, and is committed to reviewing the format and contents of the module assignments in order to meet students' needs and abilities and enhance their learning experience. Every year, the Programme Leader produces a Programme assessment diary which is a useful tool to manage timetabling of assignments.

The variety and creativity of the Programme's learning strategy have been often praised by our external examiners, who highlighted its outstanding quality and uniqueness across the UK.

Assessment feedback:
Students are provided with both formative and summative forms of feedback. Feedback on marked written work is designed to provide the student with an understanding of their performance in a number of areas - including writing, overall structure, research and scholarship, quality of argument and conclusions. Such

feedback is provided on an individual basis for each piece of work in the form of summary forms, comments on individual pieces of work, one-on-one meetings, group and peer-to-peer feedback, and revision sessions.

Tutorials provide an opportunity for students to gain formative feedback on their ideas and work throughout the year. In some cases this is formalised into assessed presentations. 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.

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 (e.g. when the learning is assessed via journals and blogs) lecturers provide ongoing feedback on a continuous basis, which enables students to improve their academic performance incrementally.

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 - in conjunction with guidance and feedback from academic staff. This is the case with many of the taught modules, and, in particular, the project module.

The project module provides an opportunity to gain feedback throughout the year as students engage with staff through individual project supervision as well as with their peers in workshops and writing sessions organised and chaired by the Module Leader.

The assessment overall is designed to be commensurate with the educational aims and learning outcomes. Overall feedback to students on their work is designed to give excellent guidance, expand their horizons and develop their confidence in their capacity to master such a challenging discipline. This being ideal preparation for active citizenship and employment beyond university.

Student support: Transferable Skills and Professional Development:

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 Team constantly liaises with UWE Careers to organise workshops and training sessions, which help students discover and cultivate these skills throughout their academic journey. In these sessions, members of staff use items such as the Professional Development Workbook, which has been designed specifically for philosophy students. Student support continues after graduation in the form of alumni initiatives (annual event, newsletter, Alumni connect, tutoring).

Networks and Collaborations:

The programme enjoys strong collaboration with the Bristol Robotics Laboratory, the Faculty of Business and Law, 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 various facets of applied philosophy, which is reflected in the programme aims and structure, allowed us to establish fruitful research and teaching collaborations across the university, and to contribute to various Research Centres in UWE and the University of Bristol. The programme offers important placement opportunities through Live Briefs which allow students to receive meaningful inputs from non-academic partners such as Watershed, ZeroWest, ACH, and Autonomy. The Programme Team consider Live Brief a substantial part of their teaching offer, and is committed to establish further collaborations in the future.

Accreditations:

The programme offers students the opportunity to obtain an ILM level 3 certificate in leadership and management upon completion of two core modules in Year 2 (Philosophical Methods and Self and Society). This certificate constitutes an excellent asset for graduates.

Technology and Online Presence:

The programme has a strong engagement with current trends in the area of technology and Technology Enhanced Learning, which is also reflected in our recent initiations of many social media outlets and other internet based systems and events. Many of our initiatives such as conferences, seminars, podcasts, and public engagement event, are available online via social networks and our staff-led website. Students are taught and encouraged to make the most of online resources, and to contact staff members in order to receive guidance whenever this is required.

Placements and Work-Based Learning:

This programme is devised to be distinctive, amongst British philosophy departments, in terms of its emphasis on preparing students for the world of work and active citizenship. For this purpose, students are offered the opportunity to undertake work-based learning through activities such as in-module teamwork and placements, which form part of the module assessment in the form of reflective journals and blogs. Two of our modules currently offer placement opportunities. These are Self and Society (Level 5) where each student are asked to identify a non-academic partner where they can carry our a work placement, and Thought in Action: Film and Philosophy (Level 6) where student are involved in a 20-hour placement at the Watershed cinema in Bristol. Placement provision may vary in the future. The Programme Team is committed to establish new collaborations with non-academic partners in order to create further placement opportunities in the future.

Induction, Orientation, and Continuation:

New students are offered plenty of support in order to facilitate the start of their academic journey. Every year, the Programme Team organises and induction programme for orientation and study skills. This typically includes module inception, library induction, career events, study skills sessions, film debates, PAL sessions, meeting with academic personal tutors, and informal gatherings to familiarise with fellow students and members of staff. During these sessions, the students have the opportunity to know each other and to interact with their peers and lecturers both in group and individually. Module Leaders provide students with detailed Student Handbooks and Module Guides at the beginning of each academic year. A Recruitment and a Continuation Lead are responsible to liaise with the Programme

Leader to facilitate the induction of new students and the progression of returning students. The Continuation Lead is also responsible of contacting students who are struggling with their assignments and of organising catch-up, revision, and resit sessions throughout the academic year in order to improve student continuation. All teaching staff members have dedicated office hours in which students can receive academic support. Trained counsellors and student advisers are also available for both pastoral and academic support.

Study Abroad Scheme:

Students are offered the opportunity to study abroad at the University of Leuven (Belgium) for either a semester or a full academic year as part of their placement year. Every year, a member of the teaching staff is put in charge of internationalisation, which involves organising information sessions for those students who willing to study abroad. Academic personal tutors are assigned to all our students abroad, in order to provide guidance and help throughout the academic year.

Integrated Research:

Research is integrated into teaching throughout this programme. Teaching sessions are informed by activities that are relevant to the academic research undertaken by staff members, whose scientific expertise is reflected in the design of the course curriculum. This research-led approach is particularly beneficial in the project and placement supervision in year three (Level 6).

Extra-Curricular Activities:

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 (on campus as well as in public venues in the city), conferences, summer schools, as well as being encouraged to attend and speak at undergraduate events at UWE and elsewhere. By this means students quickly come to experience themselves as direct contributors, participants and co-researchers in a shared project.

Student-Led Initiatives:

Students are encouraged to publish their work in the undergraduate UWE Philosophy journal Agora and to attend the yearly World Philosophy Day event, organised by undergraduates and designed by them to find out more about the current research of academic staff. Philosophy students also run a burgeoning undergraduate Philosophy Society, with planned social events, visiting speakers, as well as organised debates among themselves.

Part B: Programme Structure

Year 1
Full-time and Sandwich students must take 120 credits from the modules in Year 1.

Part-time students must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time and Sandwich)
Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UZQRUX-30-0	Essentials of Academic Practice 2026-27	30
UZQRUY-30-0	Exploring the Social World and the Problems of Crime 2026-27	30
UZQRV9-30-0	From Plato to Nato 2026-27	30
UZQRVA-30-0	Psychology, Policing and Society 2026-27	30

Year 1 Compulsory Modules (Part Time)
Part-time students must take 60 credits from the modules in Compulsory Modules (Part Time)

Module Code	Module Title	Credit
UZQRUY-30-0	Exploring the Social World and the Problems of Crime 2026-27	30
UZQRUX-30-0	Essentials of Academic Practice 2026-27	30

Year 2

Full-time and Sandwich students must take 120 credits from the modules in Year 2.

Part-time students must take 60 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UZRPMS-30-1	Ancient Philosophy 2027-28	30
UZRYFC-30-1	Existentialism and Questions of Human Nature 2027-28	30
UZRYFD-30-1	Ways of Knowing 2027-28	30
UZRYFE-30-1	Understanding our Global and Social Environment 2027-28	30

Year 2 Compulsory Modules (Part Time)

Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZQRV9-30-0	From Plato to Nato 2027-28	30
UZQRVA-30-0	Psychology, Policing and Society 2027-28	30

Year 3

Full-time and Sandwich students must take 120 credits from the modules in Year 3.

Part time students must take 60 credits from the modules in Year 3

Year 3 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 60 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit

UZRRVW-15-2	Philosophy of Art and Creative Practice 2028-29	15
UZRY8U-15-2	Existence and Reality 2028-29	15
UZRYQ4-30-2	Philosophical Methods and Impact 2028-29	30

Year 3 Optional Modules (Full-time and Sandwich)
Full-time and Sandwich students must take 60 credits from the modules in Optional Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UZRYQ5-30-2	Reason and Critique 2028-29	30
UZRYQ6-30-2	Critical Praxis: Feminist, Queer, and Decolonial Philosophies 2028-29	30
UZRYQ7-30-2	Capitalism and Ecological Crisis 2028-29	30

Year 3 Compulsory Modules (Part Time)
Part time students must take 60 credits from the modules in Compulsory Modules (Part Time)

Module Code	Module Title	Credit
UZRYFD-30-1	Ways of Knowing 2028-29	30
UZRPMS-30-1	Ancient Philosophy 2028-29	30

Year 4
Full-time students must take 120 credits from the modules in Year 4.

Part-time students must take 60 credits from the modules in Year 4.

Sandwich students must take 15 credits from the Sandwich Module in Year 4.

Year 4 Compulsory Modules (Full-time)
Full-time students must take 60 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit

Module Code	Module Title	Credit
UZRYQ8-30-3	Contemporary Continental Philosophy 2029-30	30
UZRYQ9-30-3	Ethics, Technology and the Posthuman 2029-30	30

Year 4 Compulsory Modules (Sandwich)

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich).

International opportunities may include: Erasmus exchange with Leuven University in Belgium

Module Code	Module Title	Credit
UZSY5D-15-3	Social Sciences Placement Year 2029-30	15

Year 4 Optional Modules (Full-time)

Full-time students must take 60 credits from the modules in Optional Modules (Full-time).

Module Code	Module Title	Credit
UZRY5P-30-3	Philosophy Project and Placement Module 2029-30	30
UZRYJH-15-3	Decolonisation in Theory and Practice 2029-30	15
UZRYFJ-15-3	Philosophy of Mental Health and Psychiatry 2029-30	15
UZRYFK-15-3	Philosophy of Science, Nature, and Sustainability 2029-30	15
UZRY8L-15-3	Thought in Action: Film and Philosophy 2029-30	15

Year 4 Compulsory Modules (Part Time)

Part time students must take 60 credits from the modules in Compulsory Modules (Part Time)

Module Code	Module Title	Credit
UZRYFE-30-1	Understanding our Global and Social Environment 2029-30	30
UZRYFC-30-1	Existentialism and Questions of Human Nature 2029-30	30

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Part time students must take 60 credits from the modules in Year 5.

Year 5 Compulsory Modules (Part Time)

Part time students must take the 30 credit modules in Compulsory Modules (Part time)

Module Code	Module Title	Credit
UZRYQ4-30-2	Philosophical Methods and Impact 2030-31	30

Year 5 Optional Modules (Part Time)

Part time students must take 30 credits from the modules in Optional Modules (Part Time)

Module Code	Module Title	Credit
UZRYQ7-30-2	Capitalism and Ecological Crisis 2030-31	30
UZRYQ6-30-2	Critical Praxis: Feminist, Queer, and Decolonial Philosophies 2030-31	30
UZRYQ5-30-2	Reason and Critique 2030-31	30

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 60 credits from the Compulsory Modules.

Module Code	Module Title	Credit
UZRYQ9-30-3	Ethics, Technology and the Posthuman 2030-31	30

| UZRYQ8-30-3 | Contemporary Continental Philosophy 2030-31 | 30 |

Year 5 Optional Modules (Sandwich)
Sandwich students must take 45 credits from the Optional Modules (Sandwich).

Module Code	Module Title	Credit
UZRY5P-30-3	Philosophy Project and Placement Module 2030-31	30
UZRYJH-15-3	Decolonisation in Theory and Practice 2030-31	15
UZRYFJ-15-3	Philosophy of Mental Health and Psychiatry 2030-31	15
UZRYFK-15-3	Philosophy of Science, Nature, and Sustainability 2030-31	15
UZRY8L-15-3	Thought in Action: Film and Philosophy 2030-31	15

Year 6
Part-time students must take 60 credits from the modules in Year 6.

Year 6 Compulsory Modules (Part Time)
Part time students must take 30 credits from the modules in Compulsory Modules (Part Time)

Module Code	Module Title	Credit
UZRY8U-15-2	Existence and Reality 2031-32	15
UZRRVW-15-2	Philosophy of Art and Creative Practice 2031-32	15

Year 6 Optional Modules (Part Time)
Part time students must take 30 credits from the modules in Optional Modules (Part time)

Module Code	Module Title	Credit

UZRYQ7-30-2	Capitalism and Ecological Crisis 2031-32	30
UZRYQ6-30-2	Critical Praxis: Feminist, Queer, and Decolonial Philosophies 2031-32	30
UZRYQ5-30-2	Reason and Critique 2031-32	30

Year 7
Part time students must take 60 credits from the modules in Year 7.

Year 7 Compulsory Modules (Part Time)
Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZRYQ9-30-3	Ethics, Technology and the Posthuman 2032-33	30
UZRYQ8-30-3	Contemporary Continental Philosophy 2032-33	30

Year 8
Part time students must take 60 credits from the modules in Year 8.

Year 8 Optional Modules (Part Time)
Part time students must take 60 credits from the modules in Optional Modules (Part time)

Module Code	Module Title	Credit
UZRYJH-15-3	Decolonisation in Theory and Practice 2033-34	15
UZRY5P-30-3	Philosophy Project and Placement Module 2033-34	30
UZRYFJ-15-3	Philosophy of Mental Health and Psychiatry 2033-34	15
UZRYFK-15-3	Philosophy of Science, Nature, and Sustainability 2033-34	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Through this Philosophy programme, students will enhance their critical thinking and acquire new analytic skills that will enable them to identify and critically address complex issues and goals in our natural and social world, such as gender equality, global justice, well-being, responsible innovation, environmental issues, and sustainability (all of which are embedded in the UN Sustainable Development Goals). Students will cultivate the ability to rationally dissert and negotiate, and will acquire a well-rounded knowledge of the history of philosophy and the way this has gone to create philosophy's contemporary state, in its Anglo-American and European guises. At the same time, this programme also aims at contributing to the decolonisation of higher education by incorporating narratives and analyses stemming from non-Western cultures and philosophies. Students' overall understanding and vision of the world will be transformed through this course of study.

Part D: External 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. This programme fully aligns with the UWE 2030 Strategy, which the Programme Team have actively contributed to establish. This is reflected by core themes around which the programme is organised and by the practice-led and

problem-based nature of our learning and teaching offer.

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 6.

Part E: Regulations

Approved to University Regulations and Procedures.