

Programme Specification

Section 1: Basic Data

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| Awarding institution/body | UWE |
| Teaching institution | UWE |
| Faculty responsible for programme | Social Sciences and Humanities |
| Programme accredited by | Not Applicable |
| Highest award title | BA (Hons) Philosophy and ... (another half award) |
| Default award title | BA (Hons) Social Science |
| Interim award title | BA Philosophy and (another half award); Diploma in Higher Education – Social Science; Certificate in Higher Education – Social Science. |
| Modular Scheme title (if different) | Social Science Undergraduate Modular Programme |
| UCAS code (or other coding system if relevant) | LV15, QV35, RVX5, VV15, LVF5, RV95, VC58, LV25, LV35 |
| Relevant QAA subject benchmarking group(s) | Philosophy |
| On-going/valid until* (*delete as appropriate/insert end date) | On-going |
| Valid from (insert date if appropriate) | September 2009 |
| Authorised by... | Date:... |
| Version Code: 4 | |
| <i>(updated March06 – changed name from Philosophical Studies to Philosophy)</i> | |
| <i>(updated Sep 07 – changed interim name from Social Studies to Social Science)</i> | |
| <i>(Updated 21.1.09 - minor changes)</i> | |

Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To assist students realise their potential.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To teach academically challenging and vocationally relevant modules in Philosophy which will provide students with an understanding of the economic, political and social features of the world.
- To teach Philosophy 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 Philosophy (e.g. the philosophy of psychoanalysis, feminist philosophy, etc.).
- To impart a range of specifically ‘philosophical’ skills – argumentation, analysis and critical thinking.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

| Learning outcomes | Teaching, Learning and Assessment Strategies |
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| <p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. key aspects of the philosophical tradition; 2. key philosophical concepts; 3. the main issues in their chosen fields of study; 4. a range of fields of philosophical inquiry and range of schools of thought. | <p>Teaching/learning methods and strategies</p> <p>Acquisition of the various skills is through lectures, seminars, oral presentations and independent study.</p> <p>Lectures offer overviews of the topics under consideration and provide the opportunity for students to demonstrate critical thinking.</p> |

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| | <p>Seminars enable students to discuss, debate and explore issues, following readings of appropriate texts.</p> <p>Students are encouraged to engage both in independent reading and independent discussion.</p> <p>Assessment</p> <p>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.</p> |
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B Intellectual Skills

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| <p>B Intellectual Skills</p> <p>At the end of the award students should be able to:</p> <ol style="list-style-type: none"> 1. read relevant texts critically; 2. analyse the data in these texts; 3. offer a critical analysis of the views and arguments presented by philosophers and others; 4. reflect on their own unquestioned assumptions. | <p>Teaching/learning methods and strategies</p> <p>Acquisition of the various skills is through lectures, seminars, oral presentations and independent study.</p> <p>Lectures offer overviews of the topics under consideration and provide the opportunity for students to demonstrate critical thinking.</p> <p>Seminars enable students to discuss, debate and explore issues, following readings of appropriate texts.</p> <p>Students are encouraged to engage both in independent reading and independent discussion.</p> <p>Assessment</p> <p>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....</p> |
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C Subject, Professional and Practical Skills

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| <p>C Subject/Professional/Practical Skills</p> <p>At the end of the award students should be able to:</p> <ol style="list-style-type: none"> 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, where appropriate, to understand and deploy alternatives to the Western philosophical tradition; 5. demonstrate an ability to articulate, and, to some extent, critically assess, a range of schools/traditions of philosophical reasoning (Cartesian, Kantian, Nietzschean, psychoanalytic, feminist, post-structural etc.) 6. demonstrate a broad ability to think, write, and debate coherently, about issues of philosophical concern. 7. demonstrate the ability to communicate their findings in a variety of ways. 8. demonstrate the ability to manage their time effectively, balancing competing demands from their academic, domestic and working lives. | <p>Teaching/learning methods and strategies</p> <p>Acquisition of the various skills is through lectures, seminars, oral presentations and independent study.</p> <p>Lectures offer overviews of the topics under consideration and provide the opportunity for students to demonstrate critical thinking.</p> <p>Seminars enable students to discuss, debate and explore issues, following readings of appropriate texts.</p> <p>Students are encouraged to engage both in independent reading and independent discussion.</p> <p>Assessment</p> <p>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.</p> |
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D Transferable Skills and other attributes

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| <p>D Transferable skills and other attributes</p> <p>At the end of the award students will have:</p> <ol style="list-style-type: none"> 1. the ability to think independently; 2. a proficiency in writing and analytical skills; 3. the ability to communicate their findings in a variety of ways; 4. the ability to analyse material from a variety of sources. | <p>Teaching/learning methods and strategies</p> <p>These skills are mainly taught by means of the following modes:</p> <p>Group work; seminars, workshops; class debates and discussions.</p> <p>Assessment</p> <p>Written assignments of various forms; end of year exams and oral presentations.</p> |
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| Section 4: Programme structure | | | |
|--------------------------------|---------------------------|---------------------------|----------------------------------|
| ENTRY ↓ | level 1 | Compulsory modules | Optional modules |
| | | Core modules | Interim Awards: |
| | level 2 | Compulsory modules | Optional modules |
| level 3 | Compulsory modules | Optional modules | Prerequisite requirements |
| | Core modules | | Awards: |
| | | | Credit requirements |

→ GRADUATION

Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

GCSE levels

Maths/Statistics, English

A & AS Levels

Normally Tariff Points within the range of 200 – 240.

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.

Baccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

Section 6: Assessment Regulations

- a) **MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

Section 7: Student learning: distinctive features and support

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

Section 8 Reference points/benchmarks

- QAA subject benchmarks.
- University teaching and learning policies.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.