

**PROGRAMME APPROVAL FORM**  
**SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>		<b>History of Philosophy</b>  For undergraduate programmes only Single honours      Joint      Major/minor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
MA	History of Philosophy	180	90	N/A
<b>3. Nested award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
PG Diploma	History of Philosophy	120	60	Students must take and pass 120 credits of taught modules for a classified exit award
<b>4. Exit award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
PG Diploma	History of Philosophy	120	60	An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.
<b>5. Level in the qualifications framework</b>		7		
<b>6. Attendance</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>	
Mode of attendance	√	√	N/A	
Minimum length of programme	1 year	2 years	N/A	
Maximum length of programme	6 years	6 years	N/A	

<b>7. Awarding institution/body</b>	King's College London
<b>8. Teaching institution</b>	King's College London
<b>9. Proposing department</b>	Philosophy

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<b>10. Programme organiser and contact Details</b>	Dr Jasper Reid <a href="mailto:jasper.reid@kcl.ac.uk">jasper.reid@kcl.ac.uk</a>
<b>11. UCAS code (if appropriate)</b>	N/A
<b>12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>	N/A
<b>13. Date of production of specification</b>	November 2008
<b>14. Date of programme review</b>	2016/17

**16. Educational aims of the programme**

*i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme*

This programme is intended for students who already have some training in Philosophy, and who now wish to focus more narrowly on the History of Philosophy. The programme will both give them a firm general grounding in the History of Philosophy as a discipline in its own right, and also provide them with the opportunity to pursue a more specialised programme of study in the sub-areas of interest to them, as well as some opportunity to continue to study relevant contemporary discussions. There will also be an opportunity for training in a relevant language, ancient or modern. In all of these ways, the programme will provide a firm foundation for subsequent doctoral research.

**17. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas: relevant languages such as Greek or Latin, Arabic, French or German; students' own chosen specialist topics from an unparalleled range of options in the History of Philosophy, together with some opportunity to continue to study relevant contemporary discussions.

**Knowledge and understanding**

The programme provides a knowledge and understanding of the following:

1. A language relevant to a student's specific philosophical interests, such as classical Greek or Latin, Arabic or Sanskrit, French or German.
2. Texts, concepts, theories and arguments in a student's own selected areas of the History of Philosophy.

These are achieved through the following teaching/learning methods and strategies:

1. Classes from the Modern Language Centre or the Classics Department (as applicable). Students who opt for classical Greek can alternatively take the Greek Philosophical Texts module.  
Assessment: some or all of the following: progress tests, essays,

3. Where applicable, areas of contemporary Philosophy or other disciplines relevant to a student's interests in the History of Philosophy.

4. Appropriate personal and professional conduct in the context of the discipline.

oral examinations, written examinations.

2. Modules freely selected from a broad range of options covering all areas of the History of Philosophy, ancient, medieval and modern, taught through lectures, seminars and tutorials, alongside independent study and individual research. Students will also be required to write a dissertation in this area. Assessment: essays, written examinations, presentations, dissertation.

3. Up to 40 credits may be earned through a range of options in contemporary Philosophy, or taken outside the department.

Assessment: essays, written examinations, presentations.

### Skills and other attributes

#### Intellectual skills:

1. Critical awareness to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Critical awareness to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level,

These are achieved through the following **teaching/learning methods and strategies:**

Lectures, seminars and tutorials, alongside independent study and individual research.

#### Assessment:

Class presentations, and oral participation more generally; submitted essays and dissertation; written examinations.

making decision in complex and unpredictable situations.

**Practical skills:**

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;
2. Is able to exercise initiative and personal responsibility in professional practice;
3. Be able to read in the original language the appropriate literary or documentary texts

These are achieved through the following **teaching/learning methods and strategies:**

Lectures, seminars and tutorials, alongside independent study and individual research.

**Assessment:**

Class presentations, and oral participation more generally; submitted essays and dissertation; written examinations.

**Generic/transferable skills:**

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others' functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

These are achieved through the following **teaching/learning methods and strategies:**

Lectures, seminars and tutorials, alongside independent study and individual research.

**Assessment:**

Class presentations, and oral participation more generally; submitted essays and dissertation; written examinations.

**18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines**

There are no relevant benchmark statements or professional body guidelines that apply to this programme. However, the descriptors used in this document build on the QAA undergraduate benchmarks for Philosophy (QAA 160 02/07):

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/philosophy.asp>

The structure of the programme has been informed by the Credit Framework set out in section A4 of the *Academic regulations, Regulations concerning students & General regulations* of King's College London (Academic Session 2008–9). Modes of assessment have been selected in accordance with the School of Humanities' Assessment Guidelines for Credit Framework. The award of the degree is in compliance with Appendix 2 of the *Academic regulations*, section 2.1, which defines a postgraduate taught degree as:

“A prescribed programme of study\* beyond the standard first degree level which assumes the general level of educational competence implicit in the award of a first degree and which extends over a period equivalent to a minimum of one calendar year full-time.

“\* This may include programmes of study which are ‘conversion courses’ where graduates in one discipline acquire knowledge and develop a set of skills in another discipline.

**19. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

N/A

Which is the lead department and/or School? N/A

<b>20. Programme structure</b>
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See Programme Handbook for modules to be taken.
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<b>If a Masters programme, are level 6 credit levels permitted within the programme?</b>
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No.
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<b>Maximum number of credits permitted with a condoned fail (core modules excluded)</b>
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30 credits
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<b>Are students permitted to take any additional credits, as per regulation A3; 5.10?</b>
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Yes
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<b>Are students permitted to take a substitute module, as per regulation A3; 20.8?</b>
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Yes
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<b>Are there any exceptions to the regulations regarding credits, progression or award requirements?</b> (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)
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Exit Award provision

A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award)  
Includes condoned fails

An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.  
Includes condoned fails

With permission from the Programme Coordinator, students may take a maximum of 40 credits outside the programme from modules available in the School of Arts & Humanities, School of Law or the School of Social Science & Public Policy, or exceptionally elsewhere in the College or University of London. The only exemption to this rule is if a student has taken the module *Greek Philosophical Texts*; if this is the case, then they are not permitted to take any modules outside of the Department.

<b>Other relevant information to explain the programme structure</b>
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*Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.*

**(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values full time:**

180 credits earned through 1 x 60 credit core dissertation module, 80 credits from list of modules in History of Philosophy, and 40 credits of optional modules. The optional modules will normally include at least 20 credits from a module in a language relevant to the student's philosophical interests, although this requirement might be waived in certain cases.

***Part time***

**Year 1**

40 to 80 credits in total, earned through between 0 and 80 credits from list of modules in History of Philosophy and/or between 0 and 40 credits of optional modules. The optional modules will normally include at least 20 credits from a module in a language relevant to the student's philosophical interests, although this requirement might be waived in certain cases.

**Year 2**

100 to 140 credits earned through 1 x 60 credit core dissertation module and, depending on modules taken in first year, between 0 and 80 credits from list of modules in History of Philosophy and/or between 0 and 40 credits of optional modules.

**NB. Students must gain a minimum total of 180 credits across years 1 and 2.**

**(b) range of credit levels permitted within the programme**

7

**(c) maximum number of credits permitted at the lowest level**

N/A

**(d) minimum number of credits required at the highest level**

N/A

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## **21. Marking criteria**

The assessment criteria follow the College's general criteria for the assessment of MA programmes.

## **22. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements**

### *Structure*

We welcome part time applications.

### *Publicity and programme handbook*

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

### *Teaching methods*

A wide range of teaching methods are utilised (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

### *Assessment*

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

### *Feedback*

Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.



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