

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		Philosophy		
		For undergraduate programmes only		
		Single honours	Joint	Major/minor
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
BA (Hons)	Philosophy	360	180	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Ordinary Degree	Philosophy	300	150	N/A
Undergraduate Diploma	Philosophy	240	120	N/A
Undergraduate Certificate	Philosophy	120	60	N/A
5. Level in the qualifications framework		6		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		√	N/A	N/A
Minimum length of programme		3 years	N/A	N/A
Maximum length of programme		10 years	N/A	N/A

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7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	Philosophy
10. Programme organiser and contact Details	Dr Andrea Sangiovanni Andrea.sangiovanni@kcl.ac.uk
11. UCAS code (if appropriate)	V500
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	Philosophy
13. Date of production of specification	November 2008
14. Date of programme review	2015/16

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

- To provide students with education in philosophy, with emphasis on contemporary analytic philosophy and the history of philosophy, suitable for a variety of levels and circumstances, on the grounds that philosophy is a subject of central intellectual importance;
- To enable students to study a range of central philosophical debates, set against their historical background and in the context of key texts;
- To give students the intellectual skills and attitudes generated by the practice of philosophy, and to develop and encourage independent and rigorous philosophical thinking;
- To enable students to think, reason and communicate more effectively in a wide range of areas.

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

On completion of a programme students should be better able to:

- assimilate complex material;
- analyse complex thought and argument, both written and oral;
- articulate and evaluate the specific questions underlying a more general question;
- draw information together in both oral and written presentation

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- construct cogent arguments in the course of discussion;
- recognise the strengths and weaknesses in opposing views, and be prepared to formulate the best arguments for those views;
- accept the force of a conclusion warranted by a sound argument;
- organise their time efficiently.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

- the history of philosophy, including both ancient Greek and Modern philosophy
- metaphysics
- epistemology
- introductory logic and philosophical methodology
- ethics and political philosophy
- a range of optional courses, including courses in history of philosophy, contemporary analytic philosophy, logic, and continental philosophy

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. Methodology of analytic philosophy and its contemporary debates;
2. The Philosophical discussion of values;
3. The historical context of philosophy;
4. Elementary logic;
5. Appropriate personal and professional conduct in the context of the discipline.

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

Skills 1-3 and 5 are acquired in group lectures and small group teaching in all years of the degree. Skill 4 is taught in Year 1 in the Introductory Logic module.

Assessment:

Learning outcomes are tested through unseen examination or presubmitted essays at the end of the academic year. All modules also include non-assessed coursework in the form of formative essays or in exceptional cases other types of coursework (e.g. homework exercises in Logic).

Skills and other attributes

Intellectual skills:

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

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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, making decision in complex and unpredictable situations.

Intellectual skills are developed through the teaching and learning programme outlined above. All courses, however taught, involve discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of materials, and individual feedback sessions on coursework and on general progress. Skill 1 is especially developed in modules on the history of philosophy, but also in other modules which require the careful reading of texts from contemporary philosophy. Skills 2-9 are developed in all modules, with the oral component of skill 5 developed particularly through small group teaching (tutorials in year one, seminars in the second and third years).

Assessment:

The assessment methods outlined above demand the development of skills 1-9. 9 will be demonstrated increasingly throughout the degree, but will be most evident in final year.

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:**

All modules include some component of small group teaching (either tutorials or seminars) which guides the development of these skills. Formative essays are required for most modules and this allows the students to develop these skills and respond to constructive criticism.

Assessment:

Learning outcomes are tested through presubmitted essays or unseen

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examinations at the end of the academic year, and by non-assessed coursework associated with small group teaching.

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:**

Small group teaching in all courses develops skills 1, 2, 3, 4, 6, 8, and 9. Skills 1, 2, 3, 7 and 8 are developed through written work and feedback on same. The need to acquire skills 5, 6, 8 and 10 is inherent in producing assessed coursework, and applies to all courses. Skills 1, 6, 8 and 10 are relevant to tutorials, seminars and discussions.

Assessment:

Skills 1-8 and 10 are assessed through essays, class participation and oral presentations in seminars. Skill 9 is not formally assessed but is inherent in exposure to the subject.

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

The benchmark statement highlights the following as key components of a philosophy degree under the heading "Knowledge and Understanding":

- Knowledge of the theories and arguments of some of the major philosophers, encountered in their own writings, and some awareness of important areas of interpretative controversy concerning the major philosophers.
- Familiarity with some of central theories and arguments in the fields of Logic, Metaphysics, Epistemology or Philosophy of Mind, broadly understood.

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- Familiarity with some central theories and arguments in the fields of Moral, Political, or Social Philosophy, broadly understood.
- Some appreciation of the wide range of techniques of philosophical reasoning.

And under the heading “General philosophical skills”:

- An ability to identify underlying issues in various debates.
- Grasp of some philosophical problems, mentioning arguments for or against proposed solutions.
- Understanding of the importance of careful interpretation of a variety of texts.
- Views on the success of standard arguments.
- Familiarity with the use of specialised philosophical terminology.
- Awareness of the nature of sound arguments and logical fallacies.
- Appreciation of how generalisations can be supported or weakened by detailed discussion.
- Recognition of arguments on both sides of a philosophical question.

These components are all central to the Philosophy element of this programme. The items listed under the first heading correspond to the divisions of our “core” of required courses, which provide the structure especially for our first and second year modules. The items listed under the second heading are the skills acquired in all modules.

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

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20. Programme structure
See Programme Handbook for modules to be taken.
If a Masters programme, are level 6 credit levels permitted within the programme? N/A
Maximum number of credits permitted with a condoned fail (core modules excluded) 45 credits
Are students permitted to take any additional credits, as per regulation A3; 5.10? No
Are students permitted to take a substitute module, as per regulation A3, 20.7? Students are not permitted to take a substitute module
Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) With permission from the Programme Coordinator, students may take a maximum of 120 credits (60 credits year 2, 60 credits final year) outside the programme from modules available in Departments of Philosophy in the University of London, or from modules available in the School of Arts & Humanities, School of Law or the School of Social Science & Public Policy (note, students are permitted to only take 30 credits of modules from within the College outside the Department).
Other relevant information to explain the programme structure <i>Please note that <u>new</u> 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.</i>
(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values

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Year one: 120 credits earned through 8 x 15 credit core modules (all modules at Level 4).

Year two: 120 credits earned through 30 credits of modules from List A, 30 credits of modules from List B, 30 credits of modules from List C and 30 credits of optional modules which may be any modules offered at level 5 or 6 (note that at least 90 credits of modules must be at level 5, since 30 credits must be taken from each of the three lists of level 5 modules).

Final year: 120 credits earned through 120 credits of optional modules (at least 90 credits must be at level 6).

(b) range of credit levels permitted within the programme

4, 5, 6

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

150 credits

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

90 credits

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21. Marking criteria

All modules will be marked in accordance with the School's marking criteria where such exists, or else in accordance with the College's generic marking criteria.

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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PROGRAMME APPROVAL FORM
SECTION 2 – SUPPLEMENTARY INFORMATION

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name
BA (Hons) Philosophy

2. Is this programme involved in collaborative activity?

Yes No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

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Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QA&AA Office?

Yes No Not applicable

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Not a e N/A

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and/or external body

All Colleges of the University of London offering intercollegiate Philosophy modules/courses, namely University College London, Birkbeck College, Heythrop College, and the London School of Economics. These are the institutions who formerly collaborated with us in the Federal Philosophy BA. The relevant modules are listed on the websites of the Philosophy Departments at our partner colleges, which are updated annually; we will also provide our own students with information about the level 5 and 6 optional modules available at these colleges.

Percentage/amount of the programme delivered off-campus or by external body

0% to 33% depending on which modules/courses taken: we will allow students to take up to 60 credits in second and final year at our partner institution (thus up to 120 credits total over both years). However, it is unlikely any of our students will take this many credits at the other colleges, this is just a theoretical maximum. At level 6 it's likely that both we and the other

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Programme approval 2008/09

Colleges will put some restrictions on students from other Colleges taking modules with a capped enrolment (e.g. modules taught by seminar).

Nature of the involvement of external body

Teaching and assessment.

Description of the learning resources available at the off-campus location

Expert teachers; teaching space; source material; library facilities.

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Modules offered at other colleges in the University of London are subject to the Quality Assurance procedures in place in the individual colleges (as administered by teaching committees or equivalent).

Please attach the report of the visit to the off-campus location

N/A

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

N/A

Year abroad	Year in employment	Placement	Other (please specify)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Time spentN/A.....Credit amountCompulsory/optional.....

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

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5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

Name and address of PSB

N/A

Frequency of validation/ accreditation

Date of next validation/ accreditation

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