

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		Philosophy For undergraduate programmes only Single honours Joint Major/minor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
MA	Philosophy	180	90	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
PG Diploma	Philosophy	120	60	Students must take and pass 120 credits of taught modules for a classified exit award
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Postgraduate Diploma	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.
5. Level in the qualifications framework			7	
6. Attendance				
			Full-time	Part-time
Mode of attendance			√	√
Minimum length of programme			1 year	2 years
Maximum length of programme			6 years	6 years
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 Jasper Reid jasper.reid@kcl.ac.uk		
11. UCAS code (if appropriate)		N/A		
12. Relevant QAA subject benchmark/		N/A		

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Professional, statutory and regulatory body guidelines	
13. Date of production of specification	November 2008
14. Date of programme review	2016/17

16. Educational aims of the programme

This programme is intended both for students who already have some training in Philosophy and for those who wish to convert into the field after pursuing another subject at undergraduate level. It will enable the former students both to consolidate and to augment their existing knowledge, through a broad range of optional modules. By means of a special 'General Philosophy' module, the latter students will be introduced to key theories and arguments, concepts and terminology, and classic texts from right across the philosophical spectrum; and they will additionally have the opportunity to focus more narrowly on a number of more specialised optional topics. For students of both kinds, 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: their own selection from a broad range of modules, covering all areas of Philosophy. Philosophy graduates will have a free choice from this range. Those converting in from other subjects at undergraduate level will be strongly encouraged to take 'General Philosophy' as one of their options, although this will not be made strictly compulsory.

Knowledge and understanding

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

1. Texts, concepts, theories and arguments in a student's own selected areas of philosophy;
2. The systematic, inter-connected nature of philosophy as a whole;
3. For students who are converting into philosophy at MA level, the most important texts, concepts, theories and arguments from right across the whole spectrum of the subject;
4. Appropriate personal and professional conduct in the context of the discipline.

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

1. Students will be taught through lectures, seminars and tutorials, alongside independent study and individual research. Students will also be required to write a dissertation in this area.
2. Up to 40 credits may be earned through a range of options in other areas of philosophy, or taken outside the department;
3. A General Philosophy module, designed specifically for conversion students.

Assessment:

Essays, written examinations, presentations, exercises in symbolic logic, dissertation.

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, making decision in complex and unpredictable situations.

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Assessment:

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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

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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:**

1. Students will be taught through lectures, seminars and tutorials, alongside independent study and individual research. Students will also be required to write a dissertation in this area.
2. Up to 40 credits may be earned through a range of options in other areas of philosophy, or taken outside the department;
3. A General Philosophy module, designed specifically for conversion students.

Assessment:

Essays, written examinations, presentations, exercises in symbolic logic, dissertation.

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 subject benchmarks for Philosophy (QAA 160 02/07:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/philosophy.asp>) and the College's Framework of Credits and Levels for College Awards.

The structure of the programme has been informed by the Credit Framework set out in section A4 of the *Academic Regulations, Regulations concerning student & General regulations* of King's College London (Academic Session 2008-9). Modes of assessment have been selected in accordance with the *School of Arts & 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

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Programme approval 2008/09

include programme 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 Faculty? 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? No.
Maximum number of credits permitted with a condoned fail (core modules excluded) 30 credits
Are students permitted to take any additional credits, as per regulation A3; 5.10? Yes
Are students permitted to take a substitute module, as per regulation A3; 20.8? Yes
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) 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 <i>Greek Philosophical Texts</i> ; if this is the case, then they are not permitted to take any modules outside of 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>

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(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, 120 credits of optional modules.

Part time

Year 1

40 to 80 credits earned through 40 to 80 credits of optional modules.

Year 2

100 to 140 credits earned through 1 x 60 credit core dissertation module and 40 to 80 credits of optional modules.

(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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