

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

1. Programme title and designation		War Studies and Philosophy		
		Single honours <input type="checkbox"/>	Joint <input checked="" type="checkbox"/>	Major/minor <input type="checkbox"/>
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
BA (Hons)	War Studies and Philosophy	360	180	N/A
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
Undergraduate Certificate	War Studies and Philosophy	120	60	Students must pass a minimum of 45 credits in the second subject in order to be awarded a UGCert.
Undergraduate Diploma	War Studies and Philosophy	240	120	Students must pass a minimum of 105 credits in the second subject in order to be awarded a UGDip.
Ordinary Degree	War Studies and Philosophy	300	150	Students must pass at least 135 credits in each of the subject areas in order to be eligible for a joint undergraduate ordinary degree (300 credits). If a student does not achieve this threshold in one of the subjects, it may be listed as a minor subject in the exit award
5. Level in the qualifications framework		H		
6. Attendance				
	Full-time	Part-time	Distance learning	
Mode of attendance	X	N/A	N/A	
Minimum length of programme	3 years			
Maximum length of programme	10 years			

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7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	War Studies
10. Programme organiser and contact details	Dr Alessio Patalano alessio.patalano@kcl.ac.uk
11. UCAS code (if appropriate)	LV95
12. Relevant QAA subject benchmark/ professional and statutory body guidelines	Politics and International Relations; Philosophy
13. Date of production of specification	November 2002; updated to Credit Framework November 2006
14. Date of programme review	2014/15

16. Educational aims of the programme

The War Studies element of the Programme aims to provide students with a grounding in the multi-disciplinary study of war | to promote an appreciation of the significance of war as a human activity | to foster an awareness of the ethical dimension of war and the study of war; | and to develop in students a range of intellectual, practical and transferable skills, by embedding their practice and assessment within the process of learning about war.

The Philosophy element of the Programme aims to give students an understanding of the history of philosophy, of some of the major contemporary debates in philosophy, and of the nature of philosophical problems. It is designed to enable students to form their own views on philosophical problems, to argue for those views and to defend or amend them in light of criticism.

17. Educational objectives of the programme/programme outcomes

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

Knowledge and understanding

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

WAR STUDIES

- i. The nature and significance of war as revealed through a broad-based investigation of why wars happen | How they are conducted and their impact | Deeper and more specialised study of selected aspects of war.
- ii. A multi-disciplinary range of concepts,

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

WAR STUDIES

These are achieved through the following **teaching/learning methods and strategies**: Lectures, seminars and tutorials, supplemented where appropriate by a range of techniques, including video and computer simulation, group

theories and methods used in the study of war.

- iii. The ethics of study and research in War Studies

Philosophy

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.

exercises, debates, games and role-playing activities.

Assessment:

Assessment of knowledge, understanding and skills is an integrated process. Methods are: unseen exam papers, essays, and shorter assignments; group and individual research projects (dissertations), plus oral feedback in seminars and tutorials.

Philosophy

Skills 1 to 3 are acquired in group lectures, small group seminars and tutorials in each of years 1, 2 and final year. Skill 3, Elementary Logic, is taught in Year 1 by lectures and by back-up classes. This subject is compulsory for all students but is not formally assessed.

Assessment:

Learning outcomes are tested through unseen examination at the end of the academic year and by non-assessed coursework for weekly tutorials

Skills and other attributes

Intellectual skills:

- i. WAR STUDIES Development of analytical tools, exercise of
- ii. critical judgement and construction of reasoned arguments.
- iii. Identification, formulation and advocacy of solutions to problems.
- iv. Use of constructive feedback.
- v. Self-management of learning processes.

Philosophy

1. Critical skills in the close reading and analysis of different forms of material culture;
2. The ability to articulate knowledge, understanding and interpreting philosophical texts both past and present;
3. Appreciation of the importance of primary data through practical experience;

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

Development of intellectual skills is embedded in the learning activities (noted above) associated with acquiring knowledge and understanding of war.

The Year 1 modules, 'Art of War Studies' and 'Contemporary Security Issues' focus explicitly on the development of study skills. The Year 2 module 'Intelligence in War Studies' takes this process further developing critical and analytical skills. The year 3 'Dissertation' allows the independent exercise of critical and intellectual skills.

Assessment:

Assessment of knowledge, understanding and skills is an integrated process. Methods are: unseen exam papers, essays, and shorter assignments; group and individual research projects (dissertations), plus oral feedback in

Philosophy

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 course-work and on

4. Studying a range of central philosophical debates;
5. Independent and rigorous philosophical thinking generated by the practice of philosophy;
6. Rhetorical skills of effective communication and argument, both oral and written;
7. Bibliographic skills appropriate to the disciplines, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work;
8. Critical reasoning;
9. Use of imagination;
10. Ability to exercise independence of mind and thought.

general progress

Assessment:

The assessment methods outlined above demand the development of skills 1-9. 9 will be demonstrated increasingly, from years 1 to 3, but will be most evident in year 3.

Practical skills:

WAR STUDIES:

- i. Gathering, organising and deploying information from a variety of sources.
- ii. Appropriate application of concepts, theories and methods.
- iii. Production of a written argument organised on
- iv. academic principles and employing scholarly apparatus.

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

WAR STUDIES:

Development of practical skills is embedded in the learning activities (noted above) associated with acquiring knowledge and understanding of war.

The Year 1 modules, 'Art of War Studies' and 'Contemporary Security Issues' focus explicitly on the development of study skills. The Year 2 module 'Intelligence and War Studies' takes this process further.

Support for students producing research projects is provided in the Year 2 'Intelligence in War Studies' module, Year 3 dissertation sessions and tutorials with supervisors.

Assessment:

Assessment of knowledge, understanding and skills is an integrated process. Methods are: unseen exam papers, essays, and shorter assignments; group and individual research projects (dissertations), plus oral feedback in seminars and tutorials.

Philosophy

1. The ability to present sustained and persuasive written and oral arguments cogently and coherently;
2. The ability to work independently;
3. The ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject;
4. Bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work.

Philosophy

All students receive guidance through the tutorial system which is designed to develop the students' philosophical thinking and ideas through rigorous and constructive criticism, through Seminars, and directed private study.

Assessment:

Learning outcomes are tested through - unseen examinations at the end of the academic year and by non-assessed course-work for weekly tutorials.

Generic/transferable skills:

WAR STUDIES:

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



- i. Working independently, demonstrating initiative, self-organisation and time-management.
- ii. Working in a flexible and adaptable manner.
- iii. Using information and communication technology
- iv. for the retrieval and presentation of information.
- v. Engaging with knowledge reflexively.
- vi. Interaction and collaboration with others to achieve common goals.
- vii. Effective and fluent communication

Philosophy

1. The capacity to listen to others;
2. The ability to structure and communicate ideas effectively both orally and in writing;
3. The ability to assimilate ideas, both by reading and listening;
4. The ability to evaluate the written and spoken word in diverse forms of discourse;
5. The capacity for independence of thought and judgement;
6. The ability to manage time and to work to deadlines;
7. The ability to submit accurate and well-presented written work;
8. The ability to use effectively a range of information sources and methods, including information technology;
9. A respect for the point of view of different cultures;
10. The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.

WAR STUDIES: Development of transferable skills is embedded in the learning activities associated with acquiring knowledge and understanding of war.

The Year 2 'Intelligence in War Studies' module places particular emphasis on group research projects, whilst the Year 3 dissertation classes and tutorials with supervisors support students writing self-managed dissertations.

Assessment:

Assessment of knowledge, understanding and skills is an integrated process. Methods are: unseen exam papers, essays, and shorter assignments; group and individual research projects (dissertations), plus oral feedback in seminars and tutorials, self-evaluation and peer evaluation.

Philosophy

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. 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 and statutory body guidelines

War Studies:

The subject matter of War Studies has been informed by the Politics and International Relations benchmark statement, although much that would be relevant to a Politics and International Relations programme is not relevant to a subject-driven and multidisciplinary programme such as War Studies. Indeed War Studies is one of those endeavours described in the benchmark statement as cutting 'across conventional knowledge based categories' and whose 'distinctive approaches to understanding and skills may need to draw on a wider range of materials and resources, including other benchmark standards to capture fully the specific

Programme approval 2006/07

character of their particular degree programmes.' The War Studies programme has been designed in this spirit. For example, the History benchmark statement's emphasis on increasing conceptual sophistication and increasing interpretative skills in terms of knowledge and progression is reflected in the differing expectations placed on War Studies students over their three years on the programme, *viz.* -

Year 1: basic knowledge typically understood within the context of a single concept, theory or method.

Year 2: a broadening knowledge, and deepening understanding, derived from a critical engagement with the subject, as well as awareness that this knowledge and understanding is constructed in the context of multiple concepts, theories and methods.

Year 3: specialised knowledge often located at, or informed by a critical engagement with, leading-edge developments in a particular era of War Studies, as well as broader knowledge understood within the context of a synthesis of concepts, theories or methods.

The Philosophy benchmark statement highlights the following as key components of a philosophy degree:

- 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.
- 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.
- General philosophical skills.

These components are all central to the Philosophy element of this programme.

19. Programme structure and award requirements

Note: this is a hybrid degree. The Philosophy part is approximately half the Federal University of London *BA (Hons) Philosophy* degree. The War Studies part is taken within King's College London Credit Framework Regulations. The final grade for the Philosophy half of the degree will be earned from the result of four final exam papers, but students will study Philosophy courses in all three years as shown below.

(a) numbers of compulsory and optional units to be taken in each year of the programme

Year 1: 120 credits earned through:

- 2 x 15 credit compulsory modules [War Studies]
- 1 x 30 credit optional module [War Studies] and

- 60 credits equivalent from *BA (Hons) Philosophy*.

All modules in Department of War Studies at Level 4.

Year 2: 120 credits earned through:

2 x 30 credit optional* modules [War Studies] and
60 credits equivalent from *BA (Hons) Philosophy*.

Year 3: 120 credits earned through:

2 x 30 credit optional modules from War Studies, and
and 60 credits equivalent from *BA (Hons) Philosophy*.

(b) range of credit levels permitted within the programme
4, 5 and 6.

(c) maximum number of credits permitted at the lowest level
120

(d) minimum number of credits required at the highest level
90

(e) progression and award requirements (if different from the standard)
N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)
45

(g) are students permitted to take a substitute module, as per regulation A3 20.7?
No, for Philosophy & War Studies modules.

(h) other relevant information to explain the programme structure
Students may be permitted to take language modules but these will be treated as introductory and will not count for the purposes of degree classifications.

Programme structure

See Programme Handbook for modules to be taken

20. Marking criteria

Marking for this programme is covered by the College generic criteria.

PAF Approved by QA&AA: 26 June 2007

PAF Approved by QA&AA for 2009/10: 7th September 2009

PAF modified by ASQ re: exit awards: 19 May 2010

PAF finalised for 2010/11: April 2011

PAF finalised for 2011/12: November 2011

PROGRAMME APPROVAL FORM
SECTION 2 – SUPPLEMENTARY INFORMATION

1. Programme name

BA (Hons) War Studies and Philosophy

2. If the programme is a joint award with an institution outwith the University of London has the necessary approval been sought from Academic Board?

Yes

No

Not applicable

Please attach a copy of the request to Academic Board

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

The underlying rationale for the Joint Programmes in which the Departments of War Studies and Philosophy participate is that the key elements of each discipline can be augmented and reinforced by study of other subject areas and disciplines. It is also in accordance with the Departments' and the Schools' commitment to developing and fostering multidisciplinary teaching and learning and adding both breadth and focus following a well-established model. Coherence in Joint Programmes is understood to derive from student choice and to have varied forms, giving space as far as possible to the individual's aspirations for and in their studies. It is ensured through approval by the Joint Programmes Director of the student's choice of courses in War Studies and in the associated subject, in accordance with the BA Joint Programmes' Handbook.

War Studies and Philosophy as a Combined Honours programme offers students the chance to acquire a similarly specialised knowledge of each subject. War Studies combined with Philosophy affords the student an opportunity to consider in greater depth the philosophical underpinnings of war.

Which is the lead department and/or School?

War Studies / SSPP

4. If the programme involves time outside the College longer than a term, please indicate how the time will be spent, the length of time out and whether it is a compulsory or optional part of the programme n/a

Year abroad

Year in employment

Placement

Other (please specify)

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

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PAF finalised for 2010/11: April 2011

PAF finalised for 2011/12: November 2011

N/A

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

N/A

7. In cases where parts or all of the programme (other than those in box 4 above) are delivered either away from one of the College campuses and/or 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

University College London, University of London

Birkbeck College, University of London

Heythrop College, University of London.

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

Up to 50% of the Philosophy part of the Programmes.

Nature of the involvement of external body

Teaching of the Philosophy part of the Programme.

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

Teaching and 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?

This is part of the approved Federal *BA (Hons) Philosophy*, and the provisions and standards have been approved for that programme.

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