1. **Title of the module**

PHIL6220/PHIL6230 (PL622/PL623) – Evidence and its Evaluation

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL6220) and Level 6 (PHIL6230)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module, Level 5 students will be able to:**

8.1 Understand some of the major controversies in the philosophy of science and epistemology concerning the theory of evidence and its evaluation;

8.2 Engage critically with some of the central philosophical theories of evidence, through their study of the relevant arguments in favour of the theories;

8.3 Demonstrate their understanding of the proposed solutions to the issues relating to philosophical theories of evidence, through their study of relevant arguments;

8.4 Demonstrate the ability to engage in a close critical reading of some of major texts in philosophy of science and epistemology concerning the theory of evidence.

**On successfully completing the module, Level 6 students will be able to:**

8.5 Understand in detail the major positions and arguments in the philosophy of science and epistemology concerning the theory of evidence and its evaluation;

8.6 Engage critically with some of the central issues in the philosophy of science and epistemology concerning the theory of evidence, and ultimately support a solution to a particular issue, through their study of the relevant arguments;

8.7 Demonstrate their understanding of the various philosophical theories of evidence and a recognition of the implications of these theories for problems within evidence-based practice, all through their study of relevant arguments;

8.8 Demonstrate the ability to engage in a close critical reading of some of major texts in the philosophy of science and epistemology, and refer to major texts to support their own position.

1. **The intended generic learning outcomes.
On successfully completing the module, Level 5 students will be able to:**

9.1 Demonstrate their skills in analysis;

9.2 Demonstrate their skills in critical analysis and argument through their engagement with major texts, through discussion with others in seminars;

9.3 Show ability to work alone and to take responsibility for their own learning;

9.4 Demonstrate their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them in writing.

**On successfully completing the module, Level 6 students will be able to:**

9.5 Demonstrate their skills in analysis and articulating a coherent position;

9.6 Demonstrate their skills in critical analysis, argument, and supporting a particular position through their engagement with major texts, through discussion with others in seminars;

9.7 Work well alone and to take responsibility for their own learning;

9.8 Demonstrate their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them in writing.

1. **A synopsis of the curriculum**

A controversy is currently raging in philosophy about the nature of evidence. Recent work in epistemology and the philosophy of science suggests new answers to questions such as: What is evidence? What is it to have evidence? Why do beliefs need to be guided by evidence? At the same time, there is a vigorous debate about the methods of evidence-based medicine and evidence-based policy making. Many practitioners regard these methods as fundamentally misguided, while others view them as key to progress in medicine and beyond. This module will bring these two important topics together and show how one line of current research in philosophy is informing the debate about evidence-based methods and vice versa.

In particular, this module will provide an introduction to the methods of evidence-based practice, including the various types of comparative clinical study, and the evidence hierarchy. It will involve applying recent insights from epistemology and the philosophy of science on the theory of evidence to critically appraise the motivation behind this conception of evidence-based practice.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

J. Howick (2011) *The Philosophy of Evidence-Based Medicine*, BMJ Books.

D.A. Gillies (2000). *Philosophical Theories of Probability*, London: Routledge.

Causality and causal reasoning: Russo and Illari (2014). *Causality: Philosophical Theory Meets Scientific Practice*, Oxford: OUP.

T. Williamson (2000) *Knowledge and Its Limits*, Oxford: OUP.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods

This module will be assessed by 100% coursework.

* Essay (3,000 words) – 80%
* Seminar Performance – 20%

There may be additional formative assessment.

Essay questions will differentiate between Level 5 and Level 6 in assessment. Those set for students at Level 6 will be harder in the sense that an answer to a higher level question will need to demonstrate greater clarity and soundness of argument structure; a more acute critical analysis of the material (e.g., greater depth of argument); and a stronger research ability (e.g. wider references).

The seminar performance mark will include a presentation element. Level 6 presentations will need to demonstrate greater clarity and soundness of argument structure, a more acute critical analysis of the material (e.g., greater depth of argument), and a stronger research ability (e.g. wider references).

* 1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (3,000 words) – 100%
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1 / 8.5* | *8.2 / 8.6* | *8.3 / 8.7* | *8.4 / 8.8* | *9.1 / 9.5* | *9.2 / 9.6* | *9.3 / 9.7* | *9.4 / 9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** |  |  | **x** | **x** |
| Lecture | **x** |  | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar Performance | **x** | **x** | **x** |  | **x** | **x** |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Evidence-based practice and evidence-based medicine is an international concern, and it has developed through the input of researchers from across the world. Similarly, the theories of evidence proposed in epistemology and the philosophy of science have been developed by researchers from a variety of nations. Moreover, the theories of evidence covered in this course attempt to describe the universal principles of evidence-based reasoning.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/02/18 | Major | n/s | 1, 8-11 | No |
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