

**UNIVERSITY OF KENT AT CANTERBURY**  
**SCHOOL OF EUROPEAN CULTURE AND LANGUAGES**

**Programme Specification**

**BA (Hons) in Philosophy  
(Single Honours)**

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she were to pass the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found on the Philosophy web pages at: <http://www.ukc.ac.uk/secl/philosophy/>  
The accuracy of the information provided in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

<b>1. Awarding Institution</b>	University of Kent
<b>2. Teaching Institution</b>	University of Kent at Canterbury
<b>3. Teaching Site</b>	Canterbury Campus
<b>4. Programme accredited by:</b>	Not applicable
<b>5. Final Award</b>	BA (Hons)
<b>6. Programme</b>	Philosophy Single Honours
<b>7. UCAS code</b>	V700
<b>8. QAA subject benchmarking group</b>	Philosophy
<b>9. Date of production</b>	June 2002
<b>10. Applicable cohorts</b>	2002 entry onwards

**11. Educational Aims of the Programme**

**The programme aims to:**

- X promote the study of philosophy within a strongly multidisciplinary and modular context;
- X produce graduates with a base of knowledge of some of the main themes and texts of the western tradition in philosophy;
- X produce graduates equipped with the skills and abilities characteristic of philosophers;
- X produce graduates equipped with skills and abilities generic to study in the humanities;
- X enable students to develop more general skills and competences so that they can respond positively to the challenges of the workplace or of postgraduate education.

## 12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The outcomes reflect paragraphs 15-27 of the QAA Subject Benchmark Statement for Philosophy.

### A. Knowledge and understanding of:

- X the ideas and arguments of some of the major philosophers in the history of the subject, encountered in their own writings, from the ancient Greek philosophers to the present day;
- X central theories and arguments in the fields of logic, metaphysics, epistemology, and philosophy of mind, including such topics as existence, truth, certainty, meaning, causality, free will, and the relation of mind and body;
- X central theories and arguments in the fields of moral, political and social philosophy, including such topics as the nature of judgements about right and wrong, human rights, duties and obligations, the relation between the individual and society, freedom, and justice;
- X the relevance of philosophical ideas to other disciplines and areas of enquiry such as literature, the arts, religion, law, politics, and social studies.

### B. Intellectual skills:

- X listening attentively to complex presentations;
- X reading carefully a variety of technical and non-technical material;
- X using libraries effectively;
- X reflecting clearly and critically on oral

### Teaching and learning methods used to enable outcomes A-C to be achieved:

Knowledge and understanding are promoted by a range of teaching methods including lectures, discussion seminars, and independent group work. You are given guidance on independent study including preparatory reading for seminars, and the writing of essays and other assignments. You are given detailed comments on your written work, and the opportunity for individual discussion of your work. If you elect to do a dissertation or extended essay, you will have the opportunity to do an extended piece of independent work for which you will be given more intensive supervision.

### Assessment methods used to demonstrate achievement of outcomes A-C:

Your achievement is assessed through a balance of continuous assessment and examinations. The components of continuous assessment include essays, assignments done in classes, group presentations, and contributions to seminar discussions.

- and written sources, using powers of analysis and imagination;
- X marshalling a complex body of information;
- X remembering relevant material and bringing it to mind when needed;
- X constructing cogent arguments in the evaluation of this material;
- X formulating independent ideas and defending them with cogent arguments.

**C. Subject-specific skills:**

- X articulacy in identifying underlying issues in philosophical debates;
- X precision of thought and expression in the analysis and formulation of complex and controversial philosophical problems;
- X sensitivity in the interpretation of philosophical texts drawn from a variety of historical periods;
- X clarity and rigour in the critical assessment of arguments presented in such texts;
- X ability to use and criticise specialised philosophical terminology;
- X ability to abstract, analyse and construct sound arguments and to identify logical fallacies;
- X ability to recognise methodological errors, rhetorical devices, unexamined conventional wisdom, unnoticed assumptions, vagueness and superficiality;
- X ability to move between generalisation and appropriately detailed discussion, inventing or discovering examples to support or challenge a position, and distinguishing between relevant and irrelevant considerations;
- X ability to consider unfamiliar ideas and ways of thinking, and to examine critically presuppositions and methods

within philosophy itself.

#### **D. Transferable skills**

- X *Communication*: producing focused and cogent written presentations summarising information and assessing arguments; giving oral presentations, using visual aids where appropriate.
- X *Problem-solving*: identifying problems; assessing the strengths and weaknesses of different solutions; defending your own solutions with cogent arguments.
- X *Improving your learning*: identifying your strengths and weaknesses; assessing the quality of your own work; managing your time and meeting deadlines; learning to work independently.
- X *Working with others*: participating in seminar discussions, responding to the views of others and to criticisms of your own views without giving or taking offence; engaging in independent group work, including the preparation of group presentations.
- X *Using information technology*: word-processing essays; using on-line information sources; using e-mail for receiving and responding to communications.

#### **Teaching and learning methods for the acquisition of transferable skills**

All modules involve seminars in which you learn to work with others, to contribute to discussions, and to produce written work on which you receive comments. The first year module >Philosophical Thinking=, which is taken by all Philosophy students, focuses especially on developing skills in the logical assessment of arguments. Some modules in the second and third years provide special opportunities for independent group work and group presentations. In the final year you can write a dissertation or extended essay which enables you to develop further skills in independent work. The University=s Information Services and Student Learning Advisory Service provide additional support in helping you to improve your learning.

#### **Assessment of transferable skills**

All modules involve the assessment of written work and of contributions to seminar discussions. Assessment of written work takes account of presentation skills including competence in word-processing. Some second and third year modules include an assessment component for independent group work and group presentations.

### **13. Programme structures and requirements**

The programme is offered on both a full-time and a part-time basis. Full-time students complete the programme in three years and part-time students normally complete in six years.

Study at the University is organised in two 12-week terms and a 6-week examination term. The programme is divided into a number of blocks called >modules=. Single-weighted modules are taken in one term and carry 15 credits. Double-weighted modules are studied over two terms and carry 30 credits. If you are a full-time student you will normally be studying four modules at any one time, and you will be expected to devote 10 hours a week to each module, including 2 contact hours per module in the form of lectures and seminars.

The University=s Credit Framework assigns each module to one of three ascending levels, Certificate (C), Intermediate (I), and Honours (H). To be eligible for the award of an Honours degree you have to obtain 360 credits, at least 210 of which must be at Level I or above and at least 90 of which must be at Level H. All Philosophy modules are either at Level C (studied in the first year of full-time study) or at Level H (studied in the second and third years of full-time study).

If you are a full-time student you will, each year, take modules amounting to 120 credits. If you are a part-time student you will typically take modules amounting to 60 credits each year. As a part-time student you can choose to obtain 120 credits at Level C and be awarded a Certificate in Philosophy before deciding whether to progress to modules at Level H.

The following modules are available to full-time students in their first year:

Code	Title	Level	Credits	Term
PL300	Self and Society	C	15	1
PL302	Introduction to Philosophy: Knowledge and Metaphysics	C	15	1
PL311	Ideas in the Arts	C	15	1
PL303	Introduction to Philosophy: Ethics	C	15	2
PL305	Existentialism	C	15	2
PL310	Philosophical Thinking	C	15	2

PL302, PL303 and PL310 are required modules, which you must pass in order to proceed to the next stage of your degree. You will take at least two of PL300, PL311, and PL305, and you will also take modules chosen from other subjects in the Faculty of Humanities to make up the total of 120 credits.

As a part-time student you can obtain a Certificate in Philosophy by taking a combination of modules from the first year full-time programme and Philosophy modules from the University=s Certificate in Combined Studies.

The modules studied in the second and third years of full-time study are divided into *Core Modules* and

*Option Modules.* At least half of the modules you take in the second and third years must be Core Modules. You must take modules adding up to 120 credit points overall in each year.

The following are lists of Core Modules and Option Modules normally available, but please note that lists may change from year to year.

*Core Modules*

<b>Code</b>	<b>Title</b>	<b>Level</b>	<b>Credits</b>	<b>Term</b>
PL513	Social Philosophy	H	30	1-2
PL514	Knowledge and Metaphysics: Descartes to Kant	H	30	1-2
PL527	Contemporary Theory of Knowledge	H	15	1
PL529	Philosophy of Language	H	15	2
PL538	History of Ethics	H	15	1
PL541	Modern Moral Philosophy	H	15	2
PL545	Philosophy of Mind I	H	15	1
PL546	Philosophy of Mind II	H	15	2
PL548	Logic	H	15	1

*Option Modules*

<b>Code</b>	<b>Title</b>	<b>Level</b>	<b>Credits</b>	<b>Term</b>
PL504	Modern European Philosophy	H	30	1-2
PL507	Philosophy Dissertation	H	30	1-2
PL520	Philosophy Extended Essay	H	15	1
PL521	Philosophy Extended Essay	H	15	2
PL522	Greek Philosophy: Plato and Aristotle	H	15	2
PL523	Wittgenstein	H	15	2
PL524	Philosophy in Literature II	H	15	2
PL525	Political Philosophy: Analysing Political Culture	H	15	2
PL526	Aesthetics	H	15	1
PL528	Philosophy of Religion	H	15	2
PL530	Greek Philosophy: From Thales to Atomism	H	15	1

PL533	Sciences of the Mind	H	15	1
PL534	The Self and Authenticity	H	15	2
PL535	Political Philosophy: Liberals and Communitarians	H	15	1
PL536	Philosophy in Literature I	H	15	1
PL547	Hegel and Marx	H	15	1

#### 14. Support for Students and their Learning

- X An induction programme in the first week
- X An induction booklet issued to all new Philosophy students
- X A Personal Academic Support System, including a personal tutor who is available to provide guidance on academic and pastoral matters
- X A Director of Undergraduate Studies in Philosophy who can provide advice on module choices, programme structure, progression routes, individual progress, and dealing with academic difficulties
- X A Senior Tutor in the School of European Culture and Languages who can provide additional help in dealing with academic or personal difficulties
- X Learning resources including extensive library provision and a high level of student computer provision
- X Central support services, including Student Learning Advisory Service, Medical Centre, Students= Union (which has an Advice and Information Service and a Student Development Unit), Careers Advisory Service, Counselling Service, and Disability Unit.

#### 15. Entry Profile

##### Entry Route:

*Minimum requirements:* You must be at least 17 years old by 20th September in the year in which you begin your programme. (There is no upper age limit.) You should have at least 5 GCSE passes, including English Language or Use of English, and at least 2 subjects at A-level.

*Standard entry requirement:* A/AS level: 260/280 points (21 units), including BC at A level. An A-level in Philosophy is not required, but if you take it we would normally expect a grade B.  
International Baccalaureate: 30 points

For fuller information please refer to the University Undergraduate Prospectus.

##### What does this programme have to offer?

- X A grounding in all the main areas of Philosophy, combined with a wide range of options
- X The opportunity to change from a Joint Honours programme to Single Honours Philosophy, or vice versa, at the end of the first year of full-time study
- X Dedicated teaching staff (who recently achieved a top score of 24 in QA Subject Review)
- X An attractive campus, a friendly atmosphere, and enthusiastic students
- X Excellent social life on campus
- X An impressive record of student success in finding employment after graduation
- X A location convenient both for London and for the continent

### **Personal Profile**

You should

- X have an enquiring mind and a willingness to question assumptions;
- X enjoy thinking for yourself and arguing for your own ideas;
- X enjoy debating with others;
- X be open-minded and flexible, willing to criticise your own ideas and accept criticism from others;
- X be able to analyse ideas carefully and argue logically.

## **16. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**

*Mechanisms for review and evaluation of teaching and learning:*

- X Monitoring of student work and marks by an External Examiner
- X Student questionnaires to evaluate courses
- X An Annual Monitoring Report, in which the Philosophy Board of Studies reviews the running of the programme for the previous year
- X Periodic Programme Review - an in-depth review of the programme by the University, normally every six years
- X Subject Review - a thorough and extensive periodic review of the programme by the national Quality Assurance Agency

*Committees with responsibility for monitoring and evaluating quality and standards:*

- X Philosophy Board of Studies
- X School of European Culture and Languages Learning and Teaching Committee
- X Faculty of Humanities Learning and Teaching Committee
- X University Learning and Teaching Board

*Mechanisms for gaining student feedback on the quality of teaching and learning:*

- X Student evaluations of courses

- X Student exit questionnaires
- X Philosophy Staff-Student Liaison Committee
- X Student representation on the Philosophy Board of Studies and on School, Faculty and University committees
- X Discussions with staff and tutors (including office hours for consulting teaching staff)
- X Informal meetings and social contact (including parties)

*Staff development priorities include:*

- X Annual appraisal of all teaching staff
- X Peer observation by staff of one another=s teaching
- X A regular programme of staff development workshops provided by the Unit for the Enhancement of Learning and Teaching
- X A programme leading to a Postgraduate Certificate in Higher Education which is a requirement for all new probationary staff
- X An Associate Teacher Accreditation Programme for which part-time staff are encouraged to register
- X Mentoring of all new and part-time teachers
- X Membership of the national Institute for Learning and Teaching

## **17. Indicators of Quality and Standards**

- X 24 points (the highest possible score) in the QAA Subject Review of Philosophy in 2001
- X A grade of 4 in the 2001 Research Assessment Exercise (indicating standards of national and some international excellence)
- X Consistently positive reports from External Examiners
- X Periodic Programme Review by the University in 1998
- X Failure rate in final examinations consistently less than 1%
- X 99.3% rate of success in gaining employment within 6 months of graduation, by students over the 3-year period 1998-2001

**The following reference points were used in creating these specifications:**

- X Benchmark Statement for Philosophy produced by the Quality Assurance Agency for Higher Education in 2000
- X Report of QAA Subject Review of Philosophy at the University of Kent in 2001
- X University of Kent Undergraduate Prospectus
- X Faculty of Humanities Part I and Part II Handbooks
- X The University Plan and Learning and Teaching Strategy