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Programme Specification

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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA (Hons) Global Philosophies

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of European Culture and Languages
4. Teaching Site	Canterbury Campus
5. Mode of Delivery	Full-time Part-time
6. Programme accredited by	N/A
7. a) Final Award	BA (Hons) in Global Philosophies
7. b) Alternative Exit Awards	BA (Non-Hons) in Global Philosophies Diploma in Global Philosophies Certificate in Global Philosophies
8. Programme	Global Philosophies
9. UCAS Code (or other code)	
10. Credits/ECTS Value	360 [180 ECTS]
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Philosophy (February 2015), Languages, Cultures and Societies (March 2015S) Area Studies (October 2016)
13. Date of creation/revision	October 2017
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

1. promote the study of intellectual thought from across the globe ranging from classical Asia (India, China, Japan), Africa, the Middle East and Europe (such as Greek, Roman) to modern analytic and European continental philosophy;

2. enable students to develop a systematic historical and cross-cultural understanding of a wide range of different philosophical traditions and the ways in which they have developed and, in some cases interacted;
3. develop students' abilities to evaluate critically the mechanisms involved in the international circulation and reception of ideas;
4. encourage students to identify and develop their own interests and expertise within the field of global philosophies;
5. encourage students to engage critically and systematically with cross-cultural approaches to the study of philosophical ideas;
6. develop students' understanding and critical appreciation of questions pertaining to translation;
7. encourage an awareness of the cultural conditions and historical context in which diverse systems of intellectual thought develop;
8. encourage an awareness of the impact of globalisation on different worldviews and traditions of thought;
9. develop students' abilities to argue a point of view with clarity and cogency, both orally and in written form;
10. develop further students' intercultural competencies;
11. offer students the experience of a variety of teaching styles and approaches to the study of global philosophies;
12. develop students' independent critical thinking and judgement;
13. provide a basis for the study of philosophies at a higher level;
14. provide a basis in knowledge and skills for those intending to undertake employment in fields requiring an appreciation of cultural diversity and different worldviews across the globe;
15. provide students with the opportunity to develop more general skills and competences so that they can respond positively to the challenges of the workplace or of postgraduate education.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statements for Area Studies (AS); Languages, Cultures and Societies (LCS) and Philosophy (P)

A. Knowledge and Understanding of:

1. A wide range of thinkers and texts and intellectual traditions from different periods and cultures, from the ancient world to the present day, including texts and thinkers from Asian, African, Anglo-American, and European contexts (**AS 1.3; P 2.2; P 2.3; P 2.4; P 3.1; LCS 1.1; LCS 2.1; LCS 2.4; LCS 3.1**);
2. The cultural, historical and social contexts in which traditions of intellectual thought occur (**LCS 2.2; LCS 3.1**);
3. The problems inherent in interpreting a translated text (**AS 2.7; LCS 5.6**);
4. Traditions of intellectual thought (**P 2.3; P 3.1; P 3.2; LCS 3.1**);
5. The history of ideas, globally conceived (**P 2.3; P 3.1; P 3.2; LCS 3.1**);

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6. The macro-historical factors (such as empire, processes of globalisation and intercultural exchange) that have facilitated the transnational circulation and transformation of ideas (**LCS 2.1; LCS 2.2; LCS 2.4; LCS 3.1**);
7. Critical theory and its applications, understood within its historical contexts (**LCS 3.1; LCS 5.10**);
8. The study of philosophical ideas and traditions in relation to other disciplines (**P 2.8; LCS 2.4; LCS 3.1**).

Skills and Other Attributes

B. Intellectual Skills:

1. Listening to and absorbing of the oral transmission of complicated data (**AS 3.2; AS 4.3; AS 4.4; P 4.8; LCS 3.3**);
2. Careful reading of philosophical works and theoretical material (**P 4.2; P 4.8; LCS 3.3**);
3. Reflecting clearly and critically on oral and written sources, using powers of analysis and imagination (**P4.8; LCS 3.3**);
4. Marshalling a complex body of information (**AS 3.2; P 4.2; P 4.8; LCS 3.3**);
5. Remembering relevant material and bringing it to mind when needed (**AS 4.4; P 4.8; LCS 3.3**);
6. Constructing cogent arguments (**AS 4.4; P 4.8; LCS 3.3**);
7. Formulating independent ideas and defending them in a plausible manner (**AS 4.4; P 4.8; LCS 3.3**);
8. Presenting arguments in written form in a time-limited context (examinations) (**AS 4.4; P 4.8; LCS 3.3**).

C. Subject-specific Skills:

1. Enhanced skills in the close critical analysis of philosophical texts (**AS 4.4; P 4.8; LCS 3.2**);
2. A critical understanding of transcultural modes of reception and circulation of ideas (**AS 1.9; LCS 1.1; LCS 3.3; LCS 5.6**);
3. Improved intercultural competencies (**AS 1.9; AS 2.7; LCS 1.1; LCS 2.2; LCS 5.6**);
4. Informed critical understanding of the variety of methodological and theoretical approaches to the study of global philosophies (**AS 2.7; P 2.8; LCS 3.2; LCS 5.10**);
5. Ability to articulate knowledge and understanding of texts, concepts and theories relating to the study of philosophies (**P 4.2; P 4.8; LCS 3.2**);
6. Sensitivity to the challenges of comparative and cross-cultural analysis (**AS 2.7; LCS 3.2; LCS 5.6**);
7. Sensitivity to the problems of translation and cultural difference (**AS 1.9; AS 2.7; LCS 5.8**);
8. Well-developed language use and awareness, including a grasp of standard critical terminology (**AS 1.7; LCS 3.2**);
9. Articulate responsiveness to a variety of cultural and historical forms of philosophical reflection (**P 4.8; LCS 3.2; LCS 5.14**);
10. Appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices (**AS 4.4; P 4.8; P 4.9; LCS 3.2; LCS 5.12; LCS 5.13**);
11. Understanding of how cultural norms, assumptions and practices influence philosophical reflections (**AS 1.7; P 4.8; LCS 3.2**);

12. Appreciation of the value of collaborative intellectual work in developing critical judgement (**LCS 3.2**).

D. Transferable Skills:

1. Developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency (**AS 4.4; P 4.8; LCS 3.3; LCS 5.14**);
2. Enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate (**AS 4.3; AS 4.4; P 4.8; LCS 3.3; LCS 5.13; LCS 5.14**);
3. Developed critical acumen (**AS 4.3; AS 4.4; P 4.8; LCS 3.3; LCS 5.12**);
4. The ability to assimilate and organise substantial quantities of complex information of diverse kinds (**AS 4.3; AS 4.4; P 4.8; LCS 3.3; LCS 5.12**);
5. Competence in the planning and execution of essays and project-work (**AS 4.3; As 4.4; P 4.8; P 4.9; LCS 3.3; LCS 5.13**);
6. Enhanced skills in critical analyses (**AS 4.3; P 4.8; LCS 3.3; LCS 5.12**);
7. Enhanced capacity for independent thought, intellectual focus, reasoned judgement, and self-criticism (**AS 4.4; P 4.10; LCS 3.3; LCS 5.13**);
8. Enhanced skills in collaborative intellectual work, including more finely tuned listening skills (**AS 4.4; P 4.8; LCS 3.3; LCS 5.14**);
9. The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives (**AS 4.3; P 4.8; LCS 3.3**);
10. Research skills, including scholarly information retrieval skills (**AS 4.4; P4.9; LCS 3.3**);
11. IT skills: word-processing, PowerPoint, email communication, the ability to access electronic data (**AS 4.4; P 4.9; LCS 3.3; LCS 5.12; LCS 5.13**).

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Strategies include student and teacher-led seminar as well as supervised study. Lectures are standard in most modules. Self-directed learning is facilitated by course information and online resources, and the use of research-based teaching materials and methods. The structuring and articulation of arguments are particularly pursued in seminars, and especially in essay writing and feedback. Guidance is also given, formally and informally, on how to identify, locate and use material available in the library and online. Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meeting.

Students are assessed in many ways: principally through coursework assignments or essays, but also through document exercises commenting on selected documents or other forms of evidence, through individual presentations in seminars, through visual tests, through projects on which students work together in small groups, through supervised extended essays on which students work independently, and through unseen examinations. There is a stress on variety and innovations in assessment.

For information on which modules provide which skills, see the module mapping

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over three years full-time or six years part-time.

This programme can also be taken full-time over four years with the optional year abroad. Students studying the programme on a part time basis do not have the option of doing a year abroad. Please refer to the Humanities Year Abroad specification for further details.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits (480 including Year Abroad), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Global Philosophies. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Global Philosophies. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Students successfully completing Stage 2 and also the year abroad and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html#fallbackawards>.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information, refer to the Credit Framework.

Compulsory modules cannot be condoned, compensated or trailed.

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Code	Title	Level	Credits	Term(s)
Stage 1				
Compulsory Modules Students must take the following:				
TBC	The Global Search for Meaning	4	15	Autumn or Spring
TBC	Ethics, Society and the Good Life	4	15	Autumn or Spring
Students must also take at least ONE of the following:				
TH331	Introduction to Hinduism and Buddhism	4	15	Autumn
OR				
TH348	Introduction to East Asian Traditions	4	15	Spring
Optional Modules Students must select at least 45 credits from the list of Global Philosophies optional modules. The remaining credits may be selected from the list of optional modules, or from the list of wild modules.				
Stage 2				
Compulsory Modules				
TBC	Understanding Global Philosophies	5	30	Autumn or Spring
Optional Modules Students must select at least 60 credits from the list of optional modules available. The remaining 30 credits may be selected from the list of optional modules, or from the wild modules available.				
Stage 3				
Optional Modules Students must select at least 90 credits from the list of Global Philosophies optional modules. The remaining credits may be selected from the list of optional modules, or from the wild modules.				

18 Work-Based Learning

This Programme does not include any work based learning

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services, see <http://www.kent.ac.uk/library/>
- Student Support and Wellbeing, see www.kent.ac.uk/studentsupport/
- Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>
- Academic Adviser system
- Kent Union, see www.kentunion.co.uk/
- Careers and Employability Services, see www.kent.ac.uk/ces/
- Counselling Service www.kent.ac.uk/counselling/

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- Information Services (computing and library services), see www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Office, see www.kent.ac.uk/international/
- Medical Centre, see www.kent.ac.uk/counselling/menu/Medical-Centre.html
- SECL website
- Senior Tutors and Student Support Officers in the School of European Culture and Languages who can provide additional help in dealing with academic or personal difficulties.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

20.1 Entry Route

For fuller information, please refer to the University prospectus

- **A levels and AS levels:**
BBB at A Level
- **Access programmes:**
The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.
If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.
- **International Baccalaureate:**
34 points (15 points at higher level)
- **BTEC Level 3 Extended Diploma:**
The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances.

20.2 What does this programme have to offer?

- A challenging, flexible and wide-ranging approach to the study of global philosophies.
- An introduction to a wide range of authors and literary texts from different periods and different cultures, from ancient Mesopotamia, Classical Antiquity and Asia to present-day texts by Arabic, African, American, Asian, European and Russian writers.
- An opportunity to global philosophies in an interdisciplinary context.
- Encouragement to develop skills in discussion and independent thinking.
- Dedicated and friendly teaching staff.
- An attractive campus.
- A location convenient both for London and for the continent.

20.3 Personal Profile

Students should:

- Be a keen reader
- Be curious about the deeper meaning of texts

- Enjoy comparing and analysing literary material from different cultures and backgrounds
- Be curious about trans-cultural exchanges of ideas and mechanisms of circulation and reception
- Enjoy thinking for themselves and arguing for their own ideas
- Enjoy debating with others
- Be open-minded and flexible, willing to criticise their own ideas and to accept criticism from others.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review, <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Active staff development programme
- Mentoring of new and part-time lecturers
- Continuous monitoring of student progress and attendance
- Personal Academic Support System
- Vetting process of examination questions by module team, Quality Assurance Committee and external examiners

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff/Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff/Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS
- Discussion with Senior Tutor
- Discussion with individual teachers
- Staff office hours when students can discuss their progress and their problems
- Email correspondence

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, ATAP and other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness
- Peer review teaching scheme
- Research led teaching
- Links with other European Institutions
- Regular formal and informal collaboration in programme development
- Attendance at relevant conferences
- PhD or equivalent as minimum qualification for appointment to lecturing posts
- Strong evidence of research record required for appointment to lecturing posts
- Mentoring of new lecturers
- Self-evaluation
- Professional body guidelines
- Membership of relevant academic bodies
- Dissemination of good practice on new learning and teaching methods

22 Indicators of Quality and Standards

For the Department of Religious Studies, which runs the Global Philosophies programme, the following indicators of quality and standards apply:

- Results of periodic programme review (May 2017)
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports
- Teaching and research culture recognised by the British Academy in the form of grants given to staff for research
- Partnership with other higher education institutions in the UK and abroad
- Alumni feedback
- International recognition of members of staff research
- Invitations extended to members of staff working on some aspect of Religious Studies to give papers

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

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- Subject-Area Benchmarking Statements for Area Studies (Oct 2016); Philosophy (Feb 2015) and Languages Cultures and Societies (March 2015)
- School and Faculty plan

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- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

BA Global Philosophies

Stage 1					Stage 2
	TBC – The Global Search for Meaning	TBC – Ethics, Society and the Good Life	TH331 – Introduction to Hinduism and Buddhism	TH348 – Introduction to East Asian Traditions	TBC – Understanding Global Philosophies
Programme Learning outcomes					
Knowledge and Understanding:					
A1	x	x	x	x	x
A2	x	x	x	x	x
A3	x	x	x	x	x
A4	x	x	x	x	x
A5	x	x	x	x	x
A6					x
A7					x
A8	x	x	x	x	x
Intellectual Skills:					
B1	x	x	x	x	x
B2	x	x	x	x	x
B3	x	x	x	x	x
B4	x	x	x	x	x
B5		x	x	x	x
B6	x	x	x	x	x
B7	x	x	x	x	x
B8		x			
Subject-specific Skills:					
C1	x	x			x
C2	x	x			x
C3	x	x	x	x	x
C4	x	x		x	x
C5	x	x	x	x	x
C6	x	x	x	x	x
C7	x	x	x	x	x
C8	x	x	x	x	x
C9	x	x	x	x	x
C10	x	x	x	x	x
C11	x	x		x	x
C12	x	x			x
Transferable Skills:					
D1	x	x	x	x	x
D2	x	x	x	x	x
D3	x	x	x	x	x
D4	x	x	x	x	x
D5	x	x	x	x	x
D6	x	x	x	x	x
D7	x	x	x	x	x
D8	x	x			x
D9	x	x	x	x	x
D10	x	x	x	x	x
D11	x	x	x	x	x

* Optional modules cover all programme learning outcomes irrespective of the combination taken.