**Subject Component Specification**

Applicable to all Honours Select Subject Components

Please click [here](#) for guidance on completing this specification template.

### Part A: Subject Component Summary Information

1. **Subject component title:** Philosophy (75%)

2. **Award which the component will contribute to:**
   - ☒ BA (Hons)
   - ☐ BSc (Hons)
   - ☐ Other. Please specify:

3. **Subject Component type:**
   - ☐ Minor (25%)
   - ☐ Joint (50%)
   - ☒ Major (75%)

4. **Credit:**
   - Credit in year 1 (level 4) 90
   - Credit in year 2 (level 5) 90
   - Credit in year 3 (level 6) 90

5. **Date of first intake:** September 2014

6. **Frequency of intake:** Annual

7. **Duration and mode of study:** 3 years full-time

8. **Applicable framework:** Model for Non-Clinical First Degree Programmes

   **Framework exemption required:**
   - ☒ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**
9. **Applicable Ordinance:**
   - Ordinance 37 General Ordinance for Undergraduate Degrees

   - **New/revised Ordinance required:**
     - ☒ No (please go to section 9)
     - ☐ Yes (please provide a brief summary below)

   - **Date new/revised Ordinance approved by Council:**

10. **Faculty:**
    - Humanities and Social Sciences

11. **Level 2 School/Institute:**
    - School of the Arts

12. **Level 1 unit:**

13. **Campus:**

14. **Other contributors from UoL:**
    - N/A

15. **Teaching other than at UoL:**
    - N/A

16. **Director of Studies:**
    - Stephen McLeod

17. **Board of Studies:**
    - Arts Academic Quality and Standards Subcommittee

18. **Board of Examiners:**
    - Philosophy

19. **External Examiner(s):**
    - Graham Stevens, University of Manchester

20. **Professional, Statutory or Regulatory body:**
    - N/A

21. **QAA Subject benchmark Statements(s):**
    - The QAA Benchmarking Statement for Philosophy (2007) pertains to the lists of outcomes and skills and the mappings that follow.

22. **Other reference points:**
    - N/A

23. **Fees:**
    - Standard University fees

24. **Additional costs to the student:**
    - N/A

25. **AQSC approval:**

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**Part B: Subject Component Aims & Objectives**
### 26. Aims of the subject component

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>To enable students to study a range of topics from within the history of philosophy (mainly, though not exclusively, Western philosophy) and from within contemporary philosophy.</td>
</tr>
<tr>
<td>2</td>
<td>To enable students to become proficient in the use of the methods of critical and analytical thought employed in philosophy and which are useful in practical contexts outside the discipline.</td>
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<tr>
<td>3</td>
<td>To enable students to become proficient in the general skills (common to humanities subjects) of reading, understanding and interpreting texts.</td>
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<tr>
<td>4</td>
<td>To enable students to cultivate skills concerning the collation and uses of information, including skills that involve the use of information technology and the World Wide Web.</td>
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<tr>
<td>5</td>
<td>To afford students the opportunity to study areas of philosophy outside the Western mainstream.</td>
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### 27. Learning Outcomes

**Learning outcomes – Bachelor’s Honour’s degree**

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<thead>
<tr>
<th>No.</th>
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<tr>
<td>1</td>
<td>Students will obtain a systematic understanding of some aspects of the history of philosophy.</td>
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<tr>
<td>2</td>
<td>Students will obtain a systematic understanding of various sub-disciplines of contemporary philosophy.</td>
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<td>3</td>
<td>Students will develop an awareness of approaches to, or areas of, philosophy that differ from the Western mainstream.</td>
</tr>
<tr>
<td>4</td>
<td>Students who opt to do so will become familiar with elementary symbolic logic and attain at least basic competence in using its methods. Those who opt to continue with the study of logic will obtain a more advanced knowledge of this area.</td>
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<tr>
<td>5</td>
<td>Students will gain confidence in using and thinking reflectively about specialized techniques and terminology used in philosophy.</td>
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**Learning outcomes – Bachelor’s Non-Honour’s degree**

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### Learning Outcomes

#### No. Learning outcomes – Diploma in Higher Education award

1. Students will obtain a systematic understanding of some aspects of the history of philosophy.

2. Students will obtain a systematic understanding of various sub-disciplines of contemporary philosophy.

3. Students will develop an awareness of approaches to, or areas of, philosophy that differ from the Western mainstream.

4. Students who opt to do so will become familiar with elementary symbolic logic and attain at least basic competence in using its methods.

5. Students will gain confidence in using and thinking reflectively about specialised techniques and terminology used in philosophy.

#### No. Learning outcomes – Certificate in Higher Education award

5. Students will gain confidence in using and thinking reflectively about specialised techniques and terminology used in philosophy.

### 27a. Mapping of learning outcomes:

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<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
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### Honours Select Subject Component

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<td>Presentation, essay and examination.</td>
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</tbody>
</table>

### 28. Skills and Other Attributes

**No. | Skills and attributes:**

1. Students will enhance their abilities in reading and understanding texts and in comprehending abstract material.

2. Students will develop their skills in thinking critically, analysing problems and analysing and assessing arguments.

3. Students will enhance their ability to identify the issues that underlie debates.

4. Students will develop confidence in considering previously unfamiliar ideas and approaches, and their ability to identify presuppositions and to reflect critically upon them.

5. Students will enhance their ability to marshal arguments and present them orally and in writing.

6. Students will develop the ability to engage in debate on philosophical issues, so as to feel that they are playing some part in the ongoing development of the subject.

7. Students will develop the ability to perform bibliographical searches, to include (to professional standard) citations and bibliographies in their work and to plan, organize and produce presentations, essays and (for those who opt to do so) a dissertation.
8. Students will enhance their oral and written communications skills and develop skill in explaining complex material in a precise manner.

9. Students will develop their ability to work independently.

10. Students will develop their ability to sift through information, assessing the relevance and importance of the information to what is at issue.

11. Students will develop their skills in making appropriate use of information technology, information on the World Wide Web and reference works and databases relevant to the discipline.

12. Students will develop their problem-solving skills.

13. Students will develop the ability to write to a professional standard, using word-processing software.

14. Students will enhance their capacity to participate, in a dispassionate and respectful manner, in debates about controversial and profound matters.

15. Students will develop their willingness critically to evaluate and reflect upon arguments, beliefs, proposals and values, both their own and those of others.

16. Through developing their analytical and critical skills and observing good standards of academic practice, students will develop their intellectual honesty.

28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
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29. Career opportunities:

Employers value the general and widely applicable analytical, argumentative, communications and problem-solving skills developed by studying philosophy. Graduates in philosophy obtain work in such fields as advertising, the arts, broadcasting, the charitable sector, commerce, the Civil Service, computing, journalism, marketing, politics, law, management, the media and teaching.

Part C: Entrance Requirements

30. Academic Requirements:

Our standard offer is ABB at A-level, but we also make offers to those with other qualifications (e.g., the IB or EB) and those with no academic qualifications (e.g., via the Access Scheme).

31. Work experience:

N/A

32. Other requirements:

We require certain levels of literacy and numeracy, normally at least Grade C at GCSE in English and Mathematics. For those with English as a non-native language we normally require IELTS 6.5 or equivalent.
### Part D: Subject Component Structure

#### 33. Subject Component Structure:

<table>
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<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td></td>
<td>• PHIL107 Reading and Writing Philosophy 1</td>
<td>• PHIL108 Reading and Writing Philosophy 2</td>
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<td>plus any two of the following modules:</td>
<td>plus any two of the following modules:</td>
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<td>• PHIL101 Ethics</td>
<td>• PHIL102 Political Philosophy</td>
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<td>• PHIL103 Mind, Knowledge and Reality</td>
<td>• PHIL110 Philosophy and the Arts</td>
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<td>• PHIL112 Critical, Analytical and Creative Thinking</td>
<td>• PHIL127 Introduction to Logic</td>
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<td>Year 2</td>
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<td>Any three of the following modules:</td>
<td>Any three of the following modules:</td>
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<td>• PHIL207 Logic</td>
<td>• PHIL212 Theory of Knowledge</td>
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<td>• PHIL215 Philosophy of Religion</td>
<td>• PHIL219 Themes in Political Philosophy</td>
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<td>• PHIL220 Chinese Philosophy</td>
<td>• PHIL228 Metaphysics</td>
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<td>• PHIL237 Ancient Philosophy</td>
<td>• PHIL221 Hellenistic, Neoplatonic, Byzantine and Medieval Philosophy</td>
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<td>• PHIL239 Moral Philosophy</td>
<td>• PHIL270 Business Ethics S2</td>
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<td>• PHIL271 Business Ethics S1</td>
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<td>Year 3</td>
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<td>Any 90 credits, split evenly over the two semesters, from among the following modules. (All modules other than Whole Year modules are worth 15 credits.)</td>
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<td>Whole Year</td>
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<td>• PHIL306 Philosophy Dissertation (30 credits)</td>
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<td>• SOTA300 Schools of the Arts Work Experience Module (30 credits)</td>
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<th>Semester 1</th>
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<td>SOTA300</td>
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From academic year 2017/18, addition of two optional modules to the third-year programme:

PHIL341 Philosophy of Law (Semester 2) (added to reflect growing research specialism among teaching staff, as well as increasing number of students taking Honours Select combinations with Law; the learning outcomes of the overall programmes are not affected).

PHIL343 Philosophy of Play and the Virtual (Semester 1) (added to reflect SOTA priorities around gaming; the learning outcomes of the overall programmes are not affected).

34. Industrial placement/work placement/year abroad:
   These depend upon the UCAS code for the Major subject.

35. Liaison between the Level 2 Schools/Institutes involved:

Part E: Learning, Teaching And Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

Philosophy is open-ended, questioning and creative, and also involves the critical reading and understanding of great philosophical texts. These facts determine the ways it can be conveyed to students. Philosophical skills are acquired by personal engagement in open debate. Our strategy as teachers of philosophy requires (a) that we demonstrate, in our lectures, ways of thinking through an issue in a philosophical style; (b) that we engage students, and encourage them to engage each other, in open debate in seminars small
Honours Select Subject Component

enough to allow everyone to contribute; (c) that we direct students to primary and secondary literature, and test their understanding of that literature; (d) that we encourage students to think seriously and privately about the issues before bringing their new thoughts to public view and (e) that we applaud students’ attempts to go beyond what has been conveyed to them by their teachers.

We consider that the traditional method of a mixture of lectures and seminars is an effective way of teaching most areas of philosophy. It is the method used on most of our modules. Lectures allow information to be conveyed efficiently to groups of students and for various philosophical skills to be demonstrated. As just noted, the philosophical way of thinking is most effectively taught by example. Indeed, since there is no one fixed style, students learn from a variety of different lecturers and will develop their own philosophical style. Seminar teaching encourages active learning and provides the opportunity to develop skills not specific to the discipline, such as communications skills. In seminars in discursive areas of the discipline, students are encouraged to put forth their own philosophical arguments and to explore those of others. On our logic modules, we employ a mixture of lectures and weekly practical sessions. Lecturers and seminar leaders are encouraged to develop their own individual teaching styles in the belief that in this way their own inherent enthusiasm for their subject will come across. We aim to provide a broad range of modules and to employ diverse methods of teaching. Students will encounter a range of different teaching styles and techniques.

We believe that a mixed model of assessment best serves the needs of our students. Assessed essays provide students with the opportunity to investigate an area in some depth, and develop their writing skills. Assessed presentations enable students to develop philosophical and transferable skills useful for further study and for life outside the academy. Traditional examinations ensure that students engage with several different areas within the terrain covered by a given module. They also help students to acquire the ability to express themselves concisely and to identify the key issues in a debate. On logic modules, weekly coursework encourages students to keep pace with the material, enables them to obtain help from tutors and increases their chances of passing the examination.

36a. Learning, Teaching and Assessment methods:

Most modules employ a blend of lectures, seminars and online support materials.

Students learn by reading and studying outside of class time, by attending and participating in classes, by doing coursework and, for dissertations, via one-to-one meetings with their supervisor.

Modules are typically assessed via coursework (counting for 40% of the overall module mark) and an examination (counting for 60%).

By means of VITAL (the University’s Virtual Learning Environment), all coursework essays and dissertations are submitted electronically, with marks and feedback being returned electronically within three working weeks of submission.

The Department’s ‘Policy on the Provision of Feedback to Students’, which provides details about the Department’s standards in this area, is available on our intranet site.
37. Assessment information for students:

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- Information about students' progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the 'Your University' handbook.

**Marking criteria:**

Marking criteria are published on the Department of Philosophy's intranet pages. There are separate marking criteria for essays and dissertations, examinations, logic coursework and oral presentations.

Links to the relevant marking criteria are provided in the 'Assessment' folder of each VITAL module.

**Part F: Student Representation And Feedback**

38. Student representation and feedback:

The Department greatly values feedback from its students. There are several ways in which students are encouraged to make their opinions known.

Academic tutors are the people students normally speak to first about any changes they would like to see. All students are also free to come and discuss
things with the Head of Department.

Most modules have an associated email list and some have online discussion boards and suggestion boxes. Students can initiate discussions through these.

Near the end of each module, students will be asked to complete an online questionnaire about the module. These questionnaires are anonymous. The results are analysed by module coordinators. They are reported back to students, and responded to, online.

A Staff-Student Liaison Committee will be established in accordance with the University’s ‘Code of Practice on Student Representation’. The Staff-Student Liaison Committee will normally meet at least three times a year. The membership of the Staff-Student Liaison Committee, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the ‘Code of Practice on Student Representation’. Elections to the committee will be carried-out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them by the Guild of Students.

### Part G: Status Of Professional, Statutory Or Regulatory Body Accreditation

#### 39. Status of Professional, Statutory or Regulatory Body Accreditation:

N/A

### Part H: Diversity & Equality Of Opportunity And Widening Participation

#### 38. Diversity & Equality of Opportunity and Widening Participation:

The Department of Philosophy takes very seriously its duties in respect of Widening Participation, its duty to make sure that the student body reflects the diversity of modern society, and its duty to treat all students equally regardless of age, disability, gender (including gender reassignment), marital/civil-partnership status, pregnancy, race, religion or belief (including lack of belief), and sexual orientation. In particular, the programme V500 complies with the University’s ‘Policy on Diversity & Equality of Opportunity’, its equality-actions plans, and its protocols for supporting disabled students and international students. In addition, the Department participates in the Scholars’ Scheme run by Educational Opportunities, and provides a robust system for the pastoral care of all students.

### ANNEX 1

**ANNEX OF MODIFICATIONS MADE TO THE SUBJECT COMPONENT**

Please complete the table below to record modifications made to the Subject Component.
<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
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<td>Modification under new approval process</td>
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