<p style="text-align:center">HEYTHROP COLLEGE, UNIVERSITY OF LONDON</p>

Programme Specification

1. Title: MA Philosophy in Education	
2, Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	MA Philosophy in Education
5. Interim Awards (if applicable)	
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	11-23 months
8. External reference points used to develop this programme	The Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008
9. Date of production or revision of this specification	May 2013
10. Programme Convenor	Dr Michael Lacewing

11. Brief description of this programme

The MA Philosophy in Education is an innovative Master's degree that aims to support students in preparing to teach philosophy in secondary schools. The degree combines taught modules carefully focused on topics on the A level syllabus with a module on Teaching Philosophy, which includes a qualification in SAPERE's Philosophy for Children methodology. The core disciplines of epistemology and metaphysics are compulsory, as is a 12,000-15,000 word dissertation. (Students who are coming to philosophy for the first time are also required to take an Introduction to Philosophy module.) Optional modules cover the main areas on the A level syllabus.

12. Relationship to staff research

A very substantial proportion of staff are active researchers within the disciplines in which they teach. Many optional modules directly reflect the research interests of the module teacher.

13. Programme Aims

The programmes aim to:

1. To develop the understanding and skills needed in teaching philosophy
2. To provide those who do not have a first degree in philosophy with training in teaching philosophy in secondary schools
3. To promote critical understanding and knowledge of the core aspects of philosophy
4. To explore and evaluate selected contemporary trends in philosophy, with special emphasis on this discipline within the English-speaking world
5. To develop the analytical, interpretative, and communicative skills appropriate to this area of study

14. Learning outcomes

The **MA Philosophy in Education (Level 7)** provides opportunities for students to achieve and demonstrate the following learning outcomes:

Knowledge and Understanding

By the end of the programme, successful students can expect to attain the following:

LO1	A critical appreciation of the variety of approaches to the study of philosophy and of key assumptions and arguments characteristic of its core subjects
LO2	A demonstrably competent knowledge of the content of current philosophical debates, with due attention to their historical sources
LO3	An understanding of the structure and requirements of A level philosophy
LO4	An understanding of the various methods appropriate for teaching philosophy in secondary schools

Intellectual and Cognitive Skills

Successful students will be able to:

LO5	analyse and synthesise key concepts and ideas
LO6	apply, with insight, key concepts in particular situations
LO7	identify, gather and analyse material from a range of sources to inform research
LO8	teach philosophical argument

Practical and transferable skills

Successful students will gain and develop:

LO9	The ability for independent thought, expressed in writing
LO10	The ability to discuss in groups, in an open-minded way, issues on which there are deeply held differences of opinion
LO11	The ability to analyse, evaluate and present clearly both one's own and others' ideas, including the work of original philosophical thinkers
LO12	The ability to conduct philosophical enquiry in accordance with the Philosophy for Children methodology
LO13	The ability to act autonomously in planning and implementing tasks where there are a wide variety of resources and approaches available

15. PROGRAMME STRUCTURE

To achieve an MA, students must pass four taught modules and a dissertation. Each whole module is equivalent to 30 credit points. The dissertation is equivalent to 60 credit points. The programme comprises two compulsory modules, and a choice of two optional modules from the following list:

Module Title	Code	Level	Credit tariff
Compulsory Core Module:			
Knowledge and Reality	PHH410	7	30
Teaching Philosophy	PHE401	7	30
Introduction to Philosophy *(This is a compulsory module for students without a background in Philosophy. If taking this module, only one optional module may be chosen.)*	PHH502	7	30
Optional Modules			
Ethics	PHH412	7	30
Political Philosophy	PHH411	7	30
Mind and Psychology	PHH504	7	30
Reason and Religion	PHH505	7	30
Logic and Language	PHH503	7	30
Dissertation	PHE599	7	60
The topic of the dissertation is chosen by the student, subject to approval by the supervisor.			

16. Admissions requirements

Applicants must normally hold a II.1 BA honours degree or equivalent in Philosophy or another subject appropriate to the field of study. Applicants whose first language is not English should normally have an IELTS score of at least 7.0, with not less than 7.0 in Listening, Academic Reading and Academic Writing.

17. Indicative Learning and Teaching activities

May include:
Lectures, incl. interactive lectures, seminars and group discussion, class exercises, training in philosophical enquiry (Philosophy for Children), individual tutorials, individual learning, research and study, seminar presentation and peer feedback, set reading. A school placement is also encouraged and supported.

18. Assessment strategy and indicative activities

With the exception of Teaching Philosophy, each module is assessed by a combination of coursework tasks completed during or shortly after the period of module teaching, and an end-of-year essay of 4,000 words. Indicative coursework tasks include article reviews and essays. Teaching Philosophy is assessed by a combination of coursework tasks, including a series of exercises and a short essay, and an end-of-year essay of 2500-3000 words. The pass mark for each module is 50%.

19. Support for students and their learning

Each taught module includes 22 hours of group sessions. Teaching Philosophy is delivered by a series of four full days (a programme is provided at registration), rather than weekly lectures, and combines a variety of methods appropriate to the learning outcomes of the module. For the other modules, the sessions are typically lectures and presentations and seminars which are interactive with students. Course material is placed on Helios. Directed reading and other tasks guide independent learning. Additionally, students receive tutorials, normally on a one-to-one basis, to discuss end of year essays, and meetings with a supervisor in relation to the dissertation. Students receive a Programme Handbook and module outlines. Students have access to computing resources, to the specialist Heythrop Library resources in Philosophy and Theology, and to both the extensive print and electronic resources of Senate House library.

20. Student evaluation opportunities

Students have a range of opportunities, both formal and informal, to evaluate their learning experiences. Informal means includes consulting individual members of staff, including their personal tutor, module leader, programme convener or staff in the Student Services Centre. Issues can be raised with the Heythrop Students' Union who can raise issues with the College on behalf of individuals or groups or students. Formal module evaluations are carried out, and there are termly meetings to provide feedback to staff. Occasional consultations or evaluation exercises gain views on aspects of the student experience, and the College participates in external surveys such as the NSS, PRES and PTES.

21. Indicative time commitments
Each 30 credit module represents approximately 300 student effort hours. For Teaching Philosophy, this includes 4 teaching days of 5.5 hours each; for other modules, students receive two hours of teaching per week for 11 weeks.

22. Opportunities for graduates of this programme
This programme is specifically designed for current or prospective teachers of philosophy in schools, especially those teaching the AQA Philosophy A level. But if your intentions change, then the analytical and critical thinking skills acquired are useful for many career paths and appealing to a very wide range of employers.