

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Philosophy	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	BA Philosophy
5. Interim Awards (if applicable)	Certificate of Higher Education in Philosophy Diploma of Higher Education in Philosophy
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	Three years full-time, six years part-time
8. UCAS or JACS code	V500
9. External reference points used to develop this programme	The Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008 Benchmark Statement for Philosophy 2007 Benchmark Statement for Theology and Religious Studies 2007
10. Date of production or revision of this specification	May 2013
11. Programme Convenor	Dr Tony Carroll
12. Brief description of this programme	
<p>The BA in Philosophy offers a rigorous introduction to a range of central philosophical topics, and also allows students flexibility to choose strands of philosophy which interest them.</p> <p>At Level 4 (typically Year 1), all Philosophy students take the same compulsory core modules. Knowledge and Reality, Introduction to Value and the History of Greek Philosophy introduce the central concerns and early history of Philosophy. Reason and Argument introduces formal and informal logic, while Philosophical Texts engages students in close reading of classic texts in small seminars.</p> <p>For each of Level 5 and 6 (typically years 2 and 3) there is just one compulsory core module, plus a dissertation at Level 6. This leaves students scope to choose the remaining five modules from a wide range of subjects reflecting the expertise of the faculty. Students must include choices from distinct option groups, to make sure there is a good overall balance of breadth and depth. Even so, the range of choice is wide, including key philosophical writers and ideas of different periods (such as Hellenistic; Medieval; Wittgenstein; Kierkegaard; Nineteenth Century German Philosophy) or issues which have concerned Philosophers through the ages and still do (such as Metaphysics; Epistemology; Aesthetics; Philosophy of Mind; Political Philosophy; Love, sex, death and God).</p>	
13. Relationship to staff research	
<p>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.</p>	
14. Programme Aims	
<p>The programme aims to:</p> <ol style="list-style-type: none"> 1. ensure students have a solid grounding in Western philosophy and its history 	

2. foster the skills of clear logical thought and presentation, careful analysis of ideas and imaginative deployment of argument
3. develop students' ability to fashion thoughts and concepts with precision, rigour and clarity
4. enable students to assess the source and nature of values
5. develop intellectual curiosity and the capacity for independent thought and critical reflection

15. Learning outcomes

Knowledge and Understanding

By the end of the programme, competent and diligent students can expect to attain the following:

LO1	a detailed grasp of a wide variety of historical and current philosophical debates in a broad range of subject areas
LO2	a critical command of philosophical concepts and distinctions
LO3	an understanding, gained by close reading, of key philosophical texts
LO4	the ability to formulate philosophical questions with precision and clarity
LO5	the ability to summarize philosophical arguments and positions
LO6	the ability to support and challenge philosophical views by constructing arguments and citing relevant considerations
LO7	a critical understanding of philosophy as a unified discipline and an appreciation of the relatedness of its subject areas

Intellectual and Cognitive Skills

A student will be able to:

LO8	select and organise material from complex sources relevant to the task in hand
LO9	conduct a detailed critical analysis of texts, theories or arguments
LO10	identify a thinker's position and make an independent assessment of its strengths and weaknesses
LO11	identify, analyse and criticise individual arguments cogently
LO12	use and criticise specialised philosophical terminology
LO13	identify underlying issues in philosophical texts, debates and arguments and to highlight deficiencies such as unquestioned assumptions, superficial analogies and unsubstantiated claims

Practical and transferable skills

A student will be able to:

LO14	communicate clearly and concisely in written formats of varying types and lengths
LO15	present well-structured thought orally
LO16	construct cogent arguments in the course of discussion
LO17	debate complex issues in an open-minded but rigorous way
LO18	abstract and synthesise relevant information from a range of sources including books, journal articles, library and internet resources
LO19	execute a complex brief independently
LO20	manage time and undertake tasks without assistance

16. PROGRAMME STRUCTURE			
Module Title	Code	Level	Credit tariff
YEAR 1			
Compulsory Core Modules:			
Knowledge and Reality	PH102	4	30
Introduction to Value	PH103	4	30
The History of Greek Philosophy	PH104	4	30
Reason and Argument	PH105	4	15
Philosophical Texts	PH107	4	15
YEAR 2			
Compulsory Core Modules:			
History of Modern Philosophy	PH312	5	30
And a choice of modules from the list of optional modules below			
YEAR 3			
Compulsory Core Modules			
Contemporary Philosophical Problems	PH340	6	30
Undergraduate Dissertation	PH399	6	30
And a choice of modules from the list of optional modules below			
OPTIONAL MODULES			
<p>Please note that the modules have been grouped into three different groups, A, B and C. Students may take any optional modules (or equivalent in half-modules) each year, subject to the following distribution requirements:</p> <ul style="list-style-type: none"> • Students must take at least one full module (or two half-modules) from each of Groups B and C below during the programme. • Students may take at most four full modules (or eight half-modules) from each of Groups A, B and C below during the programme. <p>Please note that most optional modules are offered in alternate years.</p>			
Contemporary Philosophy of Religion (C)	PH201	5/6	15
Metaphysics (C)	PH301	5/6	15
Epistemology (C)	PH302	5/6	15
Phenomenology (A)	PH304	5/6	30
Political Philosophy (B)	PH307	5/6	30
Nineteenth Century German Philosophy (A)	PH313	5/6	30
Concept of God (B)	PH314	5/6	30
Aquinas & Bonaventure (A)	PH318	5/6	30
Wittgenstein (A)	PH320	5/6	30
Marx and Marxism (B)	PH332	5/6	15
Philosophy of Social Science (B)	PH333	5/6	15
Love, Sex, Death and God (B)	PH325	5/6	30
Hellenistic Philosophy (A)	PH326	5/6	15
Neo-Platonist Philosophy (A)	PH327	5/6	15
Heidegger after Nietzsche (A)	PH328	5/6	15
Philosophy of Science (C)	PH345	5/6	30
Modern French Thought (A)	PH330	5/6	15
Normative Ethics (B)	PH331	5/6	15
Psychoanalysis and Philosophy (C)	PH342	5/6	30

Philosophy of Language (C)	PH344	5/6	15
Naming, Necessity & Natural Kinds (C)	PH346	5/6	15
Philosophy of Psychology (C)	PH347	5/6	15
Introduction to Moral Psychology and Metaethics (C)	PH348	5/6	15
Aesthetics (B)	PH349	5/6	15
Philosophy of Literature (15)	PH350	5/6	15
Further Issues in Moral Psychology and Metaethics (C)	PH351	5/6	15
Philosophy of Mind (C)	PH352	5/6	15
Belief and Unbelief (B)	ST311	5/6	30

17. Admissions requirements

For students under the age of 21, the minimum academic qualification requirement is normally 300-320 UCAS points or equivalent.

For mature students, academic ability to undertake the programme may be considered on the basis of other evidence, including learning from experience, evidence of prior study or work at an appropriate level, references and interview.

Applicants whose first language is not English should have an IELTS score of 7.0 or equivalent.

18. Indicative Learning and Teaching activities

Lectures, interactive lectures, seminars enabling group work and group discussions, individual or small group academic tutorials, individual learning, research and study, use of film or other audio visual aids, group activities, external visits, guest speakers.

19. Assessment strategy and indicative activities

Students are assessed by means of a range of tasks which include article and book reviews, essays of various lengths, essays written under examination conditions, unseen examinations and presentations. Essays and examination questions are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students pursue original thoughts and ideas and question opinions, and the organisational skills used to structure answers allows the transferable skills to be assessed. There are learning outcomes for each level of the programme, and assessment criteria at each level indicate the level at which these skills have been achieved.

All modules will be assessed by a combination of coursework (40%) and an end-of-year element (60%) which, depending on the module, may be either an end-of-year essay or examination. Core modules are typically examined by means of a final examination, taken at the end of the year in which the module is studied.

Students submit coursework through the Virtual Learning Environment (Helios) and receive detailed on-line feedback. Tutorials are an opportunity for face-to-face feedback and discussion with student peers (at level 4) and with a specialist in the subject (at all levels). In some cases students may receive feedback in advance of submitting the final version of their work. This applies mainly to longer essays submitted at the end of an academic year, and to the dissertation in the final year.

All coursework is moderated in accordance with College published procedures. All end-of-year essays and examinations are blind doubled marked and a selection of essays/script is sent to the external examiner.

20. Support for students and their learning

Students are taught in lectures and seminars and gain feedback in class discussions. They receive programme handbooks in addition to the College handbooks for undergraduate students. For each module, module information, essay topics, reading lists and other lecture/class materials are distributed and are usually available on the Helios website for the module. These materials provide direction on reading and other independent learning. Tutorials, which are usually one-to-one, are based on coursework essays and similar tasks, and in the case of the dissertation on work in draft. Students have access to computing resources and to the specialist Heythrop Library, which contains a very substantial philosophy collection including books, journals and online resources. Heythrop College Library is one of the largest specialist Philosophy and Theology libraries in the UK. Senate House Library, to which Heythrop students have access, has an outstanding collection.

Students can also access a range of support mechanisms through the college. All students are allocated a personal tutor who can offer guidance and refer the students to more specific support. The Student Development Manager can offer personal and academic support, including study skills and access to a range of student welfare proven, either in College or through the University of London. Support and guidance on academic matters is available from module convenors and programme convenors and also from the Heythrop Students' Union.

21. 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 student representatives can attend a student staff liaison committee for undergraduate students. From the 2010-2011 academic year taught student representation will be formalized at the programme level. 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.

22. Indicative time commitments

For each 30 credit module, students receive two hours of teaching per week for 21 weeks and 90 minutes of tutorial time. Each 30 credit module represents 300 student effort hours.
For each 15 credit module students receive two hours of teaching per week for 10 weeks (Michaelmas Term) or 11 weeks (Lent Term) and 60 minutes of tutorial time. Each 15 credit module represents 150 student effort hours.
Each academic year represents 1,200 student effort hours. The whole programme represents 3,600 student effort hours.
Student effort hours which are not spent in classes or tutorials are used for directed personal study – e.g. preparing for seminars, and some coursework tasks – and self-directed work – e.g. wider reading, some coursework tasks, the dissertation, and preparing for examinations.

23. Opportunities for graduates of this programme

The transferable skills gained are invaluable in many professions. Some graduates progress to teacher training programmes or postgraduate study.