Programme Specification

Programme award and title: BA degree programmes involving philosophy modules

UCAS code: (Honours) V500, GV45, LV15, QV35, VP53, RV15, VV15, LV15, CV87, VV78, LV47, VL37, RV47, VGCO, LOVO, and other Honours and three-year programmes into which philosophy modules fit.

SCQF Level: 8-10

SCQF Credit Value: Honours: 484 credits
Three-year: 352 credits

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

The aim of Philosophy provision at all levels is to provide an education in philosophy that will enable students to gain knowledge and understanding of the subject, to pursue the subject on their own, to acquire skills integral to the study of the subject, and to benefit from the experiences gained from the learning opportunities provided.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed as:

Knowledge and understanding
1. A range of philosophical topics and associated literatures mainly from European and English speaking traditions.

Subject-specific skills and other attributes
2. Ability to engage critically with philosophical views and arguments, and to express oneself on philosophical matters in a clear and well-organized way.

Generic skills and other attributes
3. Identifying clear faults in reasoning, making sense of difficult and complex writing, developing and defending one's own arguments and ideas.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

Lectures are designed to convey and elucidate the subject-matter in a way that provides a framework for student learning. They are intended not merely to convey information, but to exemplify clear and well-structured philosophical thinking and to inspire students with an interest in the topics covered. Seminars are designed to provide students with an opportunity to develop their understanding of a specified topic through group discussion preceded by reading on a set topic. While they provide an opportunity for teachers to clarify difficult points, the primary aim of a seminar is to explore a topic through discussion between the participants (thus not just between individual students and the member of staff present). All students participating in a seminar are expected to have done the set reading and to be prepared to discuss it. Students at all levels are expected to engage in one-to-one discussions with tutors. Such discussions will often be about the quality of the student's written work, but might be about the planning of written work or about particular philosophical problems causing difficulties.

Students pursuing undergraduate programmes to Honours level are required in fourth year to undertake some Directed Independent Study in the form of either a dissertation project or a supervised elective. The type of study available varies from programme to programme.

ARO 029 : Mar 05
In undergraduate programmes formal assessment is by coursework, usually in the form of essays on set topics, and examinations requiring short essay-type answers. Most units are assessed by both coursework and examination, usually in the proportions 50%-50%. Assessment addresses: (1) Quality of Exposition – Are summaries of views and arguments clear and accurate? (2) Quality of Understanding and Critical engagement - Does the work contain thoughtful and well-grounded judgements about the topics addressed? (3) Quality of Organization – Is the work well-structured and does it lead to definite conclusions? (4) Quality of Presentation – Is the work legible? In the case of essays, are the bibliography, notes and references carefully prepared?

Coursework assessment is a principle source of feedback to students on the quality of their work.

Reports on performance are provided for each unit taken. These take into account contributions to seminars, level of preparedness for seminar discussion, and the like.

### Professional/statutory body accreditation or recognition:

### Further details:

Entry requirements: [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: