



Course Specification

Published Date:	15-Aug-2017
Produced By:	Haiden Novis
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Humanities		
Course Code(s):	PH003H01UV PH003H31UV	Full-time Part-Time	3 Years 6 Years
Course Title:	BA(Hons) Philosophy		
Hierarchy of Awards:	Bachelor of Arts with Honours Philosophy Bachelor of Arts Philosophy Diploma of Higher Education Philosophy Certificate of Higher Education Philosophy University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	21/Jun/2017		
Last Review:	2016/7		
Course Specification valid from:	2016/7		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Dr Meena Dhanda
Head of Department:	Dr Andrew Cooper

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

2017 Entry

- CCC from 'A' levels
- BTEC QCF Diploma grade DD
- BTEC QCF Extended Diploma grade MMM
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)
- Successful completion of the [International Foundation Year in Social Sciences](#) guarantees entry on to this course

Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course.

Distinctive Features of the Course:

Single (Hons) Philosophy at Wolverhampton offers:

- a cutting-edge exploration of philosophy, with a special focus on bridging different traditions of thought
- an engagement with a variety of radical, contemporary, European and non-European thinkers
- a combination of a contemporary focus with a historically informed analysis of philosophical questions
- research-led teaching by internationally recognised published authors in radical and transdisciplinary thought
- careful guidance in drawing connections between ideas, concepts, arguments and theories within philosophy
- a range of topical areas of study including decolonised and feminist philosophy, sexuality and identity, philosophy of art and social justice
- the legacy of a course that scored a full 24/24 in the last teaching quality assessment of the Quality Assurance Agency for Higher Education
- an opportunity to interact with eminent philosophers through the [Royal Institute of Philosophy lecture series](#) organised annually since 2003.

Educational Aims of the Course:

The Single (Hons) Philosophy will equip you with unique skills of thinking critically, rigorously and

sensitively about matters of utmost importance in living a meaningful life with confidence. You will reflect upon fundamental debates on a wide spectrum of concepts in ethics, epistemology, philosophy of art and political philosophy, such as, self, reason, meaning, certainty, freedom, democracy, aesthetic judgement, and social justice. You will be taught by internationally recognised published authors in radical and transdisciplinary thought who will carefully guide you in drawing connections between ideas, concepts, arguments and theories within philosophy. Through engagement with greats works of philosophy from a variety of traditions, European and non-European, decolonised and feminist, contemporary and historical, you will learn to address conceptual questions with the benefit of a comparative perspective. We aim to acquaint you with analyses of philosophical problems with a focus on bridging divides between traditions of doing philosophy. You will be introduced to radical and innovative strands of philosophy drawing links between the traditional and the modern in a manner that prepares you to step into the increasingly globalized world of work and companionship with self-assurance.

Intakes:

September

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00
2017/8	Overseas	Part Time	£5738.00

PSRB:

None

Course Structure:

September (Full-Time)

Full time & Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4PH002	Introduction to European Philosophy	20	SEM1	Core

4PH004	Topics in Non-European Philosophy	20	SEM1	Core
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Group 03 | Min Value: 20 | Max Value: 20

4EN004	Literature and Identity	20	SEM1	Core Option
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4WL002	Basic Language	20	SEM1	Core Option
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4WL003	Elementary Language	20	SEM1	Core Option
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4PH003	Thinking Ethically	20	SEM2	Core
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4PH005	Thinking Through Democracy	20	SEM2	Core
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Group 06 | Min Value: 20 | Max Value: 20

4HU003	From Student to Scholar	20	SEM2	Core Option
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4WL002	Basic Language	20	SEM2	Core Option
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4WL003	Elementary Language	20	SEM2	Core Option
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5PH002	Ethical Virtues, Principles and Judgement	20	SEM1	Core
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5HU001	The Enlightenment	20	SEM1	Core
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Group 04 | Min Value: 20 | Max Value: 20

5HU003	Body, Sexuality and Identity	20	SEM1	Core Option
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5WL001	Basic Language	20	SEM1	Core Option
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5WL002	Elementary Language	20	SEM1	Core Option
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5PH003	Knowing the World: Language and Experience	20	SEM2	Core
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5PH004	Philosophy of Art	20	SEM2	Core
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5MZ014	Analysing Media Texts	20	SEM2	Core
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6PH003	Freedom, Recognition and Authenticity	20	SEM1	Core
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6PH009	The Human Animal: Themes in Philosophical Anthropology	20	SEM1	Core
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6PH002	Self and Other: The Demands of Social Justice	20	SEM2	Core
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6PH007	Final Year Reading Group	20	SEM2	Core
6PH008	Philosophy Dissertation	40	YEAR	Core

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#) - *list*

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"

CertHE Course Learning Outcome 2 (CHECLO2)

"Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

DipHE Course Learning Outcome 2 (DHECLO2)

"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)

"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"

DipHE Course Learning Outcome 4 (DHECLO4)

"Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis"

DipHE Course Learning Outcome 5 (DHECLO5)

"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively"

DipHE Course Learning Outcome 6 (DHECLO6)

"Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."

Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a confident use of a range of specialist philosophical vocabulary in relation to all the areas of philosophy covered in the syllabus.

Ordinary Course Learning Outcome 2 (ORDCLO2)

Confidently articulate the ideas and arguments of some of the major philosophers in a variety of traditions of philosophy in written and/or oral presentations.

Ordinary Course Learning Outcome 3 (ORDCLO3)

"Situate the range of debates on philosophical concepts, such as, self, consciousness, reason, value and art, in their determinate historical, social and cultural contexts."

Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate capacity for precision of thought and expression in the analysis and formulation of complex and controversial problems emerging from the reading of the texts.

Ordinary Course Learning Outcome 5 (ORDCLO5)

"Appreciate the value of working cooperatively with others by using differences in perspective as learning opportunities to expand your horizon of thought, thereby, building critical self-awareness."

Ordinary Course Learning Outcome 6 (ORDCLO6)

Show initiative in taking steps towards autonomous learning and independent thought.

Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate a confident use of a range of specialist philosophical vocabulary in relation to all the areas of philosophy covered in the syllabus.

Honours Course Learning Outcome 2 (DEGCLO2)

Confidently articulate the ideas and arguments of some of the major philosophers in a variety of traditions of philosophy in written and/or oral presentations.

Honours Course Learning Outcome 3 (DEGCLO3)

"Situate the range of debates on philosophical concepts, such as, self, consciousness, reason, value and art, in their determinate historical, social and cultural contexts."

Honours Course Learning Outcome 4 (DEGCLO4)

Demonstrate precision of thought and expression in an analysis and formulation of complex and controversial problems emerging from the reading of the texts.

Honours Course Learning Outcome 5 (DEGCLO5)

"Appreciate the value of working cooperatively with others by using differences in perspective as learning opportunities to expand your horizon of thought, thereby, building critical self-awareness."

Honours Course Learning Outcome 6 (DEGCLO6)

"Deploy reflective, synthetic and evaluative skills demonstrating autonomous learning and independent thought. "

Overview of Assessment:

Module	Title	Course Learning Outcomes
4EN004	Literature and Identity	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4HU003	From Student to Scholar	CHECLO3, CHECLO5
4PH002	Introduction to European Philosophy	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PH003	Thinking Ethically	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PH004	Topics in Non-European Philosophy	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PH005	Thinking Through Democracy	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4WL002	Basic Language	CHECLO4, CHECLO5
4WL003	Elementary Language	CHECLO4, CHECLO5
5HU001	The Enlightenment	DHECLO1, DHECLO2, DHECLO3, DHECLO6
5HU003	Body, Sexuality and Identity	DHECLO1, DHECLO2, DHECLO3, DHECLO5, DHECLO6
5MZ014	Analysing Media Texts	DHECLO2, DHECLO4, DHECLO6
5PH002	Ethical Virtues, Principles and Judgement	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5PH003	Knowing the World: Language and Experience	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5PH004	Philosophy of Art	DHECLO1, DHECLO2, DHECLO3, DHECLO6
5WL001	Basic Language	DHECLO4, DHECLO5
5WL002	Elementary Language	DHECLO4, DHECLO5
6PH002	Self and Other: The Demands of Social Justice	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6PH003	Freedom, Recognition and Authenticity	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6PH007	Final Year Reading Group	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PH008	Philosophy Dissertation	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6PH009	The Human Animal: Themes in Philosophical Anthropology	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6

Teaching, Learning and Assessment:

Learning Activities:

At Level 4, learning takes place in short interactive lectures, separate task-focussed seminars, individual and group tutorials, and online forums. At Level 5, active debates in class during seminar activities are the norm, following structured lectures. At Level 6 there is greater focus on student research activities and student initiated discussions.

Guided reading of core texts takes place throughout the Course, moving from short selections of texts at Level 4 to longer selections or complete books at Level 6. At Level 6, the Philosophy Dissertation (40 Cr) requires concentrated independent study.

At all levels an opportunity to listen to eminent visiting lectures via the Royal Institute of Philosophy lecture series, provides occasions for additional face-to-face philosophical discussion between students, and, students and lecturers.

Assessment Methods:

At Level 4 the assessments range over:

- Coursework essay (1500 words)
- Computer-aided Multiple Choice Test
- Portfolio - with article summaries, and an essay plan (1250 words);
- Portfolio - with essay, supported by research findings in an appendix.
- Timed Essay on seen question in exam conditions
- Formative assessment using short blog entries
- Group presentation (15min)

At Level 5 the assessments range over:

- In-class test on set key text (unseen)
- In-class test on a set of questions (seen in advance)
- Coursework essay (2500 words)/(2000 words)
- Portfolio – with detailed critical comment on articles
- Group presentation (20min)
- Individual presentation (15min/1500 written paper)
- Unseen exam on a range of questions

At Level 6 the assessments range over:

- Portfolio with critical readings and essay plan
- Open Book Test
- Jointly written dialogue
- Seminar Presentation
- Coursework essay
- Dissertation

At Level 4, the students are inducted into reading unfamiliar texts. The assessment focusses on determining core understanding of key texts, through identifying central arguments. There is also encouragement for self-reflection and learning to make connections between ideas across different traditions of philosophical thought. These abilities are tested through the multiple-choice test, portfolios with summaries of key texts and self-reflective essays. Oral presentation skills are tested in group presentations.

At Level 5, the assessment emphasises development of skills of reading, analysing and arguing in a systematic manner with deeper appreciation of the historical, political and social contexts in which philosophical concepts are developed. The students' ability to recall arguments built in a variety of learning contexts is tested through in-class tests. Students are encouraged to actively reflect on the world around them, and their ability to make connections between their theoretical understanding of key concepts and practical contexts of applications is assessed. The students' ability to deploy specialist vocabulary is assessed through essays. They are introduced to assessment of individual presentations.

At Level 6, assessments build the students' capacity for independent thinking and further develop confidence in making regular individual presentations of written work in seminars. Their grasp of specialist vocabulary is strengthened encouraging them to distinguish between different interpretations of philosophical texts.

Radical questioning of received philosophical ideas is encouraged. The dissertation assesses their capacity for sustained development of arguments, in-depth reading and synthesis of complex material and evaluation of it with a view potentially to generating original lines of enquiry. At this level the asking of pertinent philosophical questions through dialogue with others is tested through the innovative assessment of the Jointly written dialogue.

Learning and Teaching Methods:

This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	24	76	0
5	24	76	0
6	20	80	0

Assessment Methods:

This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	8	13	79
5	29	0	71
6	8	4	88

Student Support:

Course Specific Support

In addition to the material provided in class and on the Virtual Learning Platform, the Faculty offers tailored academic and pastoral support to students. Students' first port of call is their personal tutor (each student is allocated a personal tutor at the beginning of the academic year), but they can also talk to module leaders, course leader, school administrator, graduate interns and graduate teaching assistants, whose details can be found in the course guide. Advice will be given through the induction process and then through appointments throughout the year, in addition to classes and tutorials. Students can expect to receive support and guidance in Personal Development Planning, to understand better their learning process, have the skills and understanding to act on the feedback.

Lecturers will provide personalised feedback for formative and summative assessments. On occasion, generalised feedback to the whole group on points relating to an assessment is found more appropriate.

Employability in the Curriculum:

The Course includes provision for the WOLVERHAMPTON ENTERPRISE AND EMPLOYABILITY AWARD–SILVER, with assessment of three employability tasks embedded in the assessments within two modules at Level 6.

Task One: Skills analysis is embedded in 6PH003 Freedom, Recognition and Authenticity. A Reflective Diary will be used to produce a skills analysis covering 3 skills (e.g. Team building; Leadership; Problem solving; Communication; Creativity; IT proficiency)

Task Two and Three: Career Action Plan and Presentation are included within the assessment for 6PH008 Philosophy Independent Study. Whilst choosing the topic for the dissertation, the student will be expected to reflect upon how the prospect of researching in their chosen area will contribute to the advancement of their career goal. Whilst there would be no necessary connection of the topic with the career planning, the student is expected to write about the contribution their acquired skills will make to their career (e.g. acquire ability for independent research, time management, setting goals, finding information about options available etc.). Use of GANTT charts to plan their concurrent effort to seek employment avenues will be taught. Halfway through the module, at the end of Semester One, the students will present their core independent study idea, in a 5 to 8 minutes' presentation explaining how they are researching for their study, what their key questions are, and why their topic is an important area of work. The presentation will be made to the whole cohort.



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