

**BA Ethics Value and Philosophy**  
**For students entering Part 1 in 2010/1**

**UCAS code: V590**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Philosophy
Faculty:	Arts and Humanities Faculty
Programme length:	3 years
Date of specification:	07/Apr/2011
Programme Director:	Dr John Preston
Programme Advisor:	
Board of Studies:	Philosophy
Accreditation:	

**Summary of programme aims**

The BA Ethics, Value and Philosophy Programme aims to give students an understanding of central principles, concepts, problems, texts and figures in the philosophy of value, and to provide a programme of study that introduces progressive intellectual challenges and consolidates previous experience at each new level. Students will be able to study in depth some areas in Moral and Political Philosophy, Applied Ethics, and Aesthetics in which they have greater interest. Further aims are to develop students' aptitude for normative reasoning, to engender a sense of belonging to a community of inquiry, to encourage intellectual development, to prepare students, where appropriate, for possible postgraduate study and to provide a supportive learning environment with full access to welfare, pastoral and careers support

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The Ethics, Value and Philosophy degree will help students develop skills such as: presenting a coherent talk delivered from notes, producing concise and accurate written reports, the ability to critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate the student's own views.

**Programme content**

Part 1 introduces some major figures from the history of philosophy and introduces students to philosophical examinations of our most fundamental beliefs, for instance about right and wrong. Part 2 provides students with the opportunity to explore in greater depth the ideas and approaches emerging in Part 1. Part 3 encourages increasing specialisation in the subject, allowing students to choose more advanced modules from an extensive range of options. Independent research is also encouraged through the provision of a dissertation option at this level, worth 40 credits.

Each year's programme comprises 120 credits. In Part 1, the credits from modules other than Values and Virtues can be made up from any optional modules and/or from modules elsewhere in the University but must include at least one further module in Philosophy. In each of Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

**Part 1 (three terms)**

*Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1VV	Values and Virtues	20	4

*Optional modules*

Ethics, Value and Philosophy students must acquire a minimum of 20 credits, or a maximum of 60 Other credits to be acquired from modules outside the Philosophy programme.

PP1CT	Critical Thinking	20	4
PP1MW	Mind & World	20	5

PP1HN	Human Nature	20	4
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## Part 2 (three terms)

### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP2MP	Moral Philosophy	20	5
PP2TK	Theory of Knowledge	20	5
PP2CPP	Contemporary Political Philosophy	20	5
PP2AES	Aesthetics	20	5
PP2CMS	Career Management Skills	5	5

Students must acquire at least 20 additional credits in Philosophy from the list available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. Up to 20 credits may be acquired from modules outside the Philosophy programme.

## Part 3 (three terms)

Ethics, Value and Philosophy students must acquire a minimum of 80 credits from modules in Moral Philosophy, Political Philosophy, Philosophy of Law, or Philosophy of Religion on the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. A wide variety of part 3 options will be available each year, reflecting the research interests of teaching staff.

The remaining 40 credits may be made up from other modules on the list above, the Philosophy dissertation module PP3DIS (40 credits), or from outside the Philosophy programme, although no more than 20 credits may be acquired from outside the Philosophy Programme.

### Progression requirements

To progress from Part 1 to Part 2, students must achieve each of the following:

1. an overall average of at least 40% across the 120 credits in Part 1;
2. a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To progress from Part 2 to Part 3, students must achieve each of the following:

1. an overall average of at least 40% across the 120 credits in Part 2;
2. a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1;
3. a mark of at least 40% in PP1VV
4. a mark of at least 40% in PP1MW or PP1HN or PP1CT

### Summary of Teaching and Assessment

Teaching within this programme combines lectures, small group seminars and supervisions, with appropriate visual aids and course materials being provided throughout. The final assessment for most Ethics, Value and Philosophy modules consists of a coursework component and an unseen examination. Formative assessment, for guidance purposes, also includes written work (weekly paragraphs) and oral presentations in Part 1.

Weighted Finals:

To reflect the notion of progression through the programme, Part 3 marks will have a greater impact on a student's Final Degree Classification, with Part 2 marks contributing 33% of the Final degree classification and Part 3 marks contributing 67%. The conventions for classification are included in the Programme Handbook

### Admission requirements

Entrants to this programme are normally required to have obtained:

UCAS Tariff: Either: 340 points from 3 A levels and 1 AS level, or: 320 points from 3 A levels.

International Baccalaureate: complete diploma with a minimum score of 6,6,5 in at least three Higher Level subjects.

Advanced GNVQ: either B in one A-Level plus GNVQ (Advanced) in twelve modules passed with distinction, or GNVQ (Advanced) Distinction plus pass in four additional modules

Scottish Highers: BBBB or above

Irish Leaving Certificate: at least BBBBB in five higher-level subjects

Mature Students: Applications from mature students are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course, but each case is assessed on its relative merits. We recommend mature applicants contact the admissions tutor as soon as possible to discuss individual circumstances.

International Students: Applications from international candidates are welcomed. If you are not offering A-levels, we urge you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications.

**Admissions Tutor:** Dr B Streumer

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

Within the Department, information and guidance is offered through the Part 1 Handbook, and the B.A Course Handbook (covering Parts 2 and 3). There is also a Part 1 co-ordinator and an Honours Course co-ordinator, who can be consulted on module choices within each part of the programme.

### **Career prospects**

The expectation is that students who follow this programme will go into jobs in both the public and private sectors. In the public sector, jobs might include academic and academic related jobs (e.g. lectureships, administrative posts on research boards), policy groups, political advisors, and the civil service. In the private sector, jobs might include consulting, public relations, human resources, and publishing.

### **Opportunities for study abroad or for placements**

Students have the opportunity to study abroad for a term (normally in the autumn term of Part 2) at one of the University of Reading's non-European partner institutions. They will require the consent of the departmental study abroad coordinator in order to participate. Full details of potential destinations can be found on the Study Abroad website.

### **Programme Outcomes**

On successful completion of a BA course, students will have:

gained a knowledge and understanding of some of the main areas in the philosophy of value  
gained a deeper appreciation of particular issues in moral philosophy, and at the forefront of philosophical debate, through studying a range of units informed by the research interests and professional activities of staff  
developed abilities to think clearly and reason logically, critically to evaluate arguments, and to put forward cogent arguments for normative conclusions  
acquired transferable skills of use in a wide variety of jobs, thus enhancing their career opportunities

### **Knowledge and Understanding**

#### **A. Knowledge and understanding of:**

1. Key ideas in the philosophy of value
2. An appreciation of ways of criticising arguments for normative conclusions

#### **Teaching/learning methods and strategies**

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

3. Awareness of current research in the field and its direction.

#### *Assessment*

Guidance on student progress is given by feedback on coursework essays and seminar presentations. Module marks for the 1st and 3rd years come from a combination of unseen exams and coursework essays. Module marks for the 2nd year comes entirely from unseen exams.

### **Skills and other attributes**

#### **B. Intellectual skills - *able to:***

1. critically read, comprehend and evaluate a large range of texts in moral philosophy, political philosophy, aesthetics, etc.
2. synthesise information from a range of sources, providing a coherent overview of positions in logical space
3. analyse the logical construction of arguments
4. produce and defend positions in response to critical pressure

#### **Teaching/learning methods and strategies**

As above, plus: self-directed learning facilitated through the use of research-based teaching materials and methods, and logical exercises.

#### *Assessment*

Guidance on student progress is given by feedback on coursework essays and seminar presentations, plus discussion in supervisor-led small groups and seminars. The module grade is determined either by the results of written unseen exams, or by these plus coursework essays.

#### **C. Practical skills - *able to:***

1. present a coherent talk delivered from notes
2. produce concise and accurate written reports
3. critically discuss particular normative issues and arguments, and engage in discussion of each other's responses as well as articulate their own.
4. utilise problem-solving skills

#### **Teaching/learning methods and strategies**

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

#### *Assessment*

Guidance on student progress is given by feedback on coursework essays and seminar presentations. The module grade is determined either by the results of written unseen exams, or by these plus coursework essays.

#### **D. Transferable skills - *able to:***

1. manage time effectively and prioritise workloads
2. communicate effectively with a wide range of individuals using a wide range of means
3. evaluate his/her own performance, and recognise the steps required for improvement
4. utilise problem-solving skills in a variety of theoretical and more practical situations
5. use some IT skills, e.g. word processing and e-mail

#### **Teaching/learning methods and strategies**

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

#### *Assessment*

Coursework; written unseen exams; seminar presentations.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**