MRes Philosophy (full-time)
For students entering in 2017/18

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Programme length:	1 years
Date of specification:	17/Aug/2017
Programme Director:	Dr Severin Schroeder
Board of Studies:	Philosophy

Summary of programme aims
The MRes programme in philosophy aims to enable students
- to build on their undergraduate studies, deepening their knowledge and understanding of chosen aspects of Philosophy;
- to discuss research issues with practising researchers, so as to become aware of current research in Philosophy;
- to develop their research skills and prepare them, where appropriate, for research degrees.

Transferable skills
The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to research, communication of complex material (both written and oral), information handling, time management, problem-solving, self-directed learning and use of information technology. The MRes in Philosophy will help students develop skills such as: synthesising information from a range of sources, providing a coherent overview of competing theories and positions on a topic; analysing and critically evaluating competing theories and positions, and arguing for the merits of one or another of these; planning and producing a substantial piece of research under supervision, as a potential foundation for further study; utilising, at a reasonably sophisticated level, the conceptual tools and problem-solving skills acquired as an undergraduate.

Programme content
MRes in Philosophy (180 credits):
Students take the following modules:

Code	Title	Credits	Level
PPME1	Essay Module 1	20	7
PPME2	Essay Module 2	20	7
PPME3	Essay Module 3	30	7
PPMSP	Seminar Presentation	10	7
PPMDISS	Dissertation	100	7

Postgraduate Diploma (Philosophy) (120 credits):
Students take the following modules:

Code	Title	Credits	Level
Either			
PPMDISS	Dissertation	100	7
and			
PPME1 or	Essay Module 1	20	7
PPME2 or	Essay Module 2	20	7
PPME3	Essay Module 3	30	7
Or			
PPME1	Essay Module 1	20	7
PPME2	Essay Module 2	20	7
PPME3	Essay Module 3	30	7
PPMSP	Seminar Presentation	10	7
PPME4	Essay Module 3 (Diploma only)	40	7

Postgraduate Certificate in Philosophy (60 credits):
Students take 60 or 70 credits from the following modules:

Code	Title	Credits	Level
PPME1	Essay Module 1	20	7
PPME2	Essay Module 2	20	7
PPME3	Essay Module 3	30	7
PPMSP	Seminar Presentation	10	7

Work for each module must be on a topic in Philosophy including the following:
- Philosophy of Mind
- Epistemology
- Metaphysics
- Philosophy of Science
- Wittgenstein
- Philosophy of Language
- Continental Philosophy
- Ethics
- Aesthetics
- Philosophy of Law
- Early Modern Philosophy
- Political Philosophy
- Philosophy of Religion
- Kant
- Philosophy of Action
- Plato and Aristotle

Part-time or modular arrangements
24 months part-time. Students will follow this schedule:
- one essay module due beginning Spring Term
- one essay module due beginning Summer Term
- one essay module due end of Summer Vacation
- presentation during Autumn Term
- dissertation during year 2

Arrangements for Certificate and Diploma will be made as and when necessary.

Progression requirements

Summary of Teaching and Assessment
MRes in Philosophy
Teaching is primarily by means of individually supervised essays and supervised dissertation, supplemented by classes according to student interest and staff research activity.
- 2 x 5-6,000 word essays at 20 credits each
- 1 x 7-8,000 word essay at 30 credits
- 1 x seminar presentation at 10 credits
- 1 x 20,000 word dissertation at 100 credits

One essay will be written during the Autumn term, one essay and one presentation during the Spring term, one essay during Spring Term and Easter Vacation and the dissertation from Summer term onwards.
Postgraduate Diploma in Philosophy
- 1 x 5-6,000 word essay at 20 credits
- 1 x 20,000 word dissertation at 100 credits
- or
- 2 x 5-6,000 words essays at 20 credits each
- 1 x 7-8,000 word essay at 30 credits
- 1 x 8-9000 word essay at 40 credits
- 1 x seminar presentation at 10 credits

Postgraduate Certificate in Philosophy
- 2 x 5-6,000 word essays at 20 credits each
- 1 x 7-8,000 word essay at 30 credits

Or
- 1 x 5-6,000 word essay at 20 credits
- 1 x 7-8,000 word essay at 30 credits
- 1 x seminar presentation at 10 credits

The University's taught postgraduate marks classification is as follows:

Mark	Interpretation
70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Good standard (Pass)

Failing categories	
40% - 49%	Work below threshold standard
0% - 39%	Unsatisfactory Work

For Masters Degrees
To pass the degree of Master students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For Postgraduate Diplomas
To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For Postgraduate Certificates
To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements
Entrants to this programme are normally required to have obtained:
- A good degree in Philosophy or a related subject.

Admissions Tutor: Dr Severin Schroeder

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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: http://student.reading.ac.uk/essentials.

Career prospects

Over the years students who have followed this programme have gone into jobs in both the public and private sectors. Some go on to further study at PhD level and obtain academic and academic-related jobs (e.g. lectureships, administrative posts on research boards, school teaching). Some enter the civil service. In the private sector, recent jobs include law, business and IT. In general, there is evidence that IT firms appreciate the logical and analytic skills of the Philosophy graduate. Furthermore, a survey by the Royal Institute of Philosophy found that graduates with British Philosophy degrees consider their degree course to have been very relevant to their jobs, and report a very high level of job satisfaction.

Opportunities for study abroad or for placements

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

- a range of specific topics in Philosophy
- recent research on these topics, including contemporary literature, current debates, alternative theories and positions
- one particular topic in depth, through writing of a dissertation

Teaching/learning methods and strategies

- Individual supervision of essays and dissertation
- Small group discussion in seminars and classes led by one or more members of staff
- Seminar presentations prepared with assistance from supervisor

Assessment
- essays
- presentation
- dissertation

Skills and other attributes

B. Intellectual skills - *able to:*

- critically read, comprehend and evaluate a large range of philosophical texts
- synthesise information from a range of sources, providing a coherent overview of competing theories and positions on a topic
- analyse and critically evaluate competing theories and positions, and to argue for the merits of one or another of these
- comprehend complex philosophical concepts at a reasonably sophisticated level
- plan and produce a substantial piece of research under supervision, as a potential foundation for further study

Teaching/learning methods and strategies

As above, with emphasis on self-directed learning facilitated through the use of research-based teaching materials and methods

Assessment
As above, with extensive feedback on work in progress through regular meetings with supervisors, staff-led group discussion in seminar presentations, as well as written comments on work.

C. Practical skills - *able to:*

Teaching/learning methods and strategies

- produce fluent and structured pieces of written work, including an extended piece, with bibliography and footnotes
- present a fluent and structured presentation, explaining material to staff and students who may or may not have extensive familiarity with the topic
- critically discuss particular theories and positions both orally and in writing, and to engage in discussion of each other's work as well as articulating their own
- utilise, at a reasonably sophisticated level, the conceptual tools and problem-solving skills acquired as an undergraduate

As above for B and C

Assessment
As above for B and C

D. Transferable skills - *able to:*

- manage time effectively and prioritise workloads
- communicate effectively with a wide range of individuals using a wide range of means
- evaluate his/her own performance, and recognise the steps required for improvement.
- Utilise problem-solving skills in a variety of theoretical and more practical situations.
- use library and IT skills, e.g. word processing, e-mail, Internet-based research tools, bibliographical tools, CD ROMs (Philosophers' Index etc.).

Teaching/learning methods and strategies

As above for B and C, plus: special classes at the beginning of the course on research skills.

Assessment
As above for B and C

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.