

UNIVERSITY OF YORK

**POSTGRADUATE PROGRAMME REGULATIONS
(for PGT programmes that will run under the new modular scheme)**

This document applies to students who commence the programme(s) in:		September 2017			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Philosophy					
Award(s) and programme title(s)			Level of qualification		
Postgraduate Certificate/Postgraduate Diploma/MA in Philosophy			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
None					
Admissions criteria					
Applicants will normally be expected to obtain at least an upper second-class honours degree in an undergraduate degree that includes some philosophy, but candidates who obtain at least an upper second-class honours in an undergraduate degree that does not include some philosophy, but who can demonstrate an aptitude for the subject, will also be considered.					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
Certificate in Philosophy (PGC)	6 months (ft) 15 months (pt)	PGC is available only as an exit route from the MA in Philosophy		None	N/A
Postgraduate Diploma in Philosophy (PGD)	9 months (ft) 18 months (pt)	PGD is available only as an exit route from the MA in Philosophy			
MA in Philosophy	12 months (ft) 24 months (pt)		All face-to-face campus-based		

Language of study	English
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)	
N/A	
Educational aims of the programme(s)	
For the Masters, Diploma and Certificate:	
<p>This course is intended to provide training in philosophical research. While primarily aimed at those who are hoping to progress to a research degree in philosophy, it will be of interest and benefit to those who simply want to study the subject in greater depth. The taught modules aim to provide students with a detailed knowledge of current debates in the core areas of philosophy, as well as a grounding in the skills needed to engage in those debates.</p>	
Additionally for the Diploma (if applicable):	
<p>The Postgraduate Diploma is available only as an exit route: students who have passed 120 credits of MA work may exit with a PG Diploma.</p>	
Additionally for the Masters:	
<p>The MA Dissertation requires students to work more independently and produce a sustained and extended piece of critical writing on a topic of their choosing.</p>	
Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
A: Knowledge and understanding	

Knowledge and understanding of:
For the Masters, Diploma and Certificate:

By the end of this course, students should have acquired:

1. a critical knowledge of current debates on core issues in philosophy, and
2. an understanding of how to apply their knowledge and research skills in order to engage constructively in those debates.

Additionally for the Diploma:

3. Through engaging in the Research Skills module they will
- be better able to understand the demands of advanced research in Philosophy, and to engage with work at this level.
 - have developed their understanding of good practice in philosophical research.
 - have improved their academic skills and research abilities.

Additionally for the Masters:

4. Through engaging in the Research Skills module, and Dissemination Practice, and Dissertation Preparation, they will
- be better able to understand the demands of advanced research in Philosophy, and to engage with work at this level.
 - have developed their understanding of good practice in philosophical research.
 - have improved their academic skills and research abilities.
5. They will also have conducted an independent and extended piece of research (a Dissertation) on a topic of their choice.

Learning/teaching methods and strategies (relating to numbered outcomes):

Teaching and Learning Methods

The principal modes of teaching and learning are:

- **Seminars** The main method of teaching for the core taught modules is a weekly seminar. These are compulsory and require students to undertake considerable preparation. The purpose of these seminars is to generate detailed and systematic discussion of complex issues based upon the reading and study the students have done in preparation. (1, 2)
- **Lectures** The Option modules include lectures in which students will be provided with background material enabling them to engage in philosophical discussions in related seminars and tutorials. (1,)
- **Tutorials** Students will meet with module tutors for their option modules for individual tutorials to discuss their chosen topic of research. . (1, 2)
- **Reflective Discussion Groups** As part of the Research Skills module, students will meet as a group for guided discussion to reflect on research events they have attended in the Philosophy Department (such as the Departmental Colloquia) (1-4)
- **Skills Workshops** Students will attend workshops on appropriate referencing and use of referencing software tools as part of their Research Skills module (3,4)
- **MA Dissertation preparation and supervision** MA students are required to write a piece of independent research. These are supervised by a member of staff, who will suggest avenues for research, read and comment on drafts, and meet with the students for more detailed discussion. (2, 4, 5)
- **Private study** Students will spend a high proportion of their time on the programme working on their own, either preparing for tutorials and seminars or writing their essays for assessment. The Research Skills module also requires completion of the online Academic Skills and Academic Integrity programmes. (1 – 5)

Types/methods of assessment (relating to numbered outcomes)

Assessment is by Essays, assessed seminar presentation and joint team report (Dissemination Practice), research plan and annotated bibliography (Dissertation Preparation), Postgraduate Research Skills journal, and MA Dissertation:

- **Essays.** The taught modules are assessed by essays of up to 4,000 words. (1, 2)
- **Assessed seminar presentation.** MA students lead a seminar at a one-day 'conference' at which they present and defend a paper (Dissemination practice). (2, 5)
- **Research proposal and annotated bibliography.** MA students will produce a detailed research proposal and annotated bibliography as 'Dissertation Preparation'.
- **Postgraduate Research Skills.** Postgraduate MA and Diploma students undertake a series of classes and activities related to research skills in the autumn and spring terms. This culminates in an assessed reflective journal which offers a self-critical overview of the skills acquired. (3, 5)
- **MA Dissertation.** MA students write an MA Dissertation of up to 10,000 words. This is a substantial piece of critical writing, based on independent research conducted by the student. The Dissertation must conform to the stylistic and bibliographical conventions of research output. (4, 6)

B: (i) Skills – discipline related

For the Masters, Diploma and Certificate:

1. Able to:
 - engage critically with major works of philosophy;
 - conduct a literature survey;
 - initiate and develop their own lines of thought in the context of the study of these works; and
 - compare the treatment of philosophical questions offered by philosophers working in different traditions.

Additionally for the Diploma:

2. Through the Research Skills module students will have
 - developed an understanding of what is required in academic research, and the capacity to carry it out.
 - developed and reflected on specific academic skills relevant to philosophical thought and argument.

Additionally for the Masters:

3. Through the Research Skills module students will have
 - developed an understanding of what is required in academic research, and the capacity to carry it out.
 - developed and reflected on specific academic skills relevant to philosophical thought and argument.
4. They will also have engaged in an independent and extended piece of research (Dissertation)

Learning/teaching methods and strategies (relating to numbered outcomes):

Among discipline-specific outcomes, the ability to:

- prepare draft essays quickly and improve upon them in the light of comments; (1 – 5)
- plan and carry out pieces of sustained exposition and argument; (1, 2, 3, 5) and
- organise lines of inquiry involving use of bibliographical databases. (2, 4)

Types/methods of assessment (relating to numbered outcomes)

B: (ii) Skills - transferable

For the Masters, Diploma and Certificate:

1. Able to:
 - marshal a complex body of information;
 - construct cogent arguments in the evaluation of this material;
 - construct an extended piece of writing;
 - present, in both oral and written forms, a clear and well-structured assessment of relevant considerations; and
 - present an argument, articulate its relevance and defend it against criticism.

Additionally for the Diploma:

In addition to the above:

2. Able to:
 - reflect on and implement skills needed to undertake research on a complex topic
 - choose a topic for independent work and to plan, structure, and present it in outline

Additionally for the Masters:

In addition to the above:

3. Able to:
 - reflect on and implement skills needed to undertake research on a complex topic
 - choose a topic for independent extended work (MA Dissertation) and to plan, structure, and present it in a coherent argument

Learning/teaching methods and strategies (relating to numbered outcomes):

Among generic outcomes from the different aspects of the course are the following:

- An ability to conduct arguments about matters of the highest moment without recourse to insult or susceptibility to take offence. (1, 2, 3)
- A willingness to evaluate opposing arguments, to formulate and consider the best arguments for different views and to identify the weakest elements of the most persuasive view. (1, 2, 3)
- Honesty in recognising the force of the conclusions warranted by a careful assessment of pertinent arguments. (1, 2, 3)

C: Experience and other attributes

For the Masters, Diploma and Certificate:

1. Able to:
 - motivate oneself;
 - work autonomously;
 - manage one's own work to time limits;
 - face new situations with a flexible and adaptable mind; and
 - think creatively, self-critically and independently.

Additionally for the Diploma:

2. Able to:
 - deploy research skills
 - considered in outline a sustained argument on a chosen topic

Additionally for the Masters:

3. Able to:
 - deploy research skills
 - develop a sustained argument on a chosen topic
 - plan and bring to fruition an extended piece of work at length and in depth

Learning/teaching methods and strategies (relating to numbered outcomes):

The study of Philosophy fosters the development of a range of personal attributes that are important in the world of work that will strengthen the graduate's ability to engage in lifelong learning, and that will contribute to the wider community. (1, 2, 3) These will include the ability:

- to listen attentively to complex presentations;
- to read carefully a variety of technical and non-technical material;
- to use libraries effectively;
- to reflect clearly and critically on oral and written sources, employing powers of imagination as well as analysis;
- to remember relevant material and bring it to mind when the moment of its relevance arises.

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

Benchmark statement for philosophy:

<http://www.gaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Philosophy.aspx>

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the Guide for Taught MA Students and on the Department's website:<http://www.york.ac.uk/philosophy/current/taught-postgraduates/your-course/taught-pg-modules/>

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website:

<http://www.york.ac.uk/philosophy/current/taught-postgraduates/taught-pg-assessment/>

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters (full-time)

Autumn term	Spring term	Summer term	Summer vacation
Topics in Theoretical Philosophy (core module) (20 credits)	Topics in Practical Philosophy (core module) (20 credits)	Dissemination Practice (core module) (10 credits)	Dissertation (60 credits)
Option module (20 credits)	Option module (20 credits)		
Postgraduate Research Skills (core module) (10 credits)			
Dissertation Preparation (core module) (20 credits)			

Masters (part-time)

First Year

Autumn term	Spring term	Summer term	Summer vacation
Topics in Theoretical Philosophy (core module) (20 credits)	Topics in Practical Philosophy (core module) (20 credits)	Project Essay (20 credits)	
Postgraduate Research Skills (10 credits)			

Second Year

Autumn term	Spring term	Summer term	Summer vacation
Option module (20 credits)			
Dissertation Preparation (20 credits)		Dissemination Practice (10 credits)	Dissertation Writing up (60 credits)

Postgraduate Diploma (if applicable)*

Autumn term	Spring term	Summer term

* The Postgraduate Diploma is available only as an exit route: students who have passed 120 credits of MA work may exit with a PG Dip.

Postgraduate Certificate (if applicable)

Autumn term	Spring term

* The Postgraduate Certificate is available only as an exit route: students who have passed at least three 60-credit taught modules may exit with a PG Cert.

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	<p>Wk 1, AuT core module essays submitted. Marks agreed by Week 5.</p> <p>Wk2, AuT option module essays submitted. Marks agreed by Monday Wk 6</p>	<p>Wk 1, SpT core module essays submitted. Marks agreed by Monday Wk 5.</p> <p>Wk2, SpT option module essays submitted. Marks agreed by Monday Wk6.</p> <p>Wk 6 engagement in conference Monday</p> <p>Monday Wk 8, SuT Dissertation Preparation; Dissemination Practice</p> <p>Marks agreed by Friday Wk 8</p> <p>Progression board in Wk 10</p>	<p>Dissertation submitted 8th September (or nearest following Monday if it falls at the weekend)</p> <p>Marks agreed by 21st September</p>	<p>End of September</p>
			<p>Reassessments for non-ISM modules Monday of August reassessment week</p>	

Overview of modules

Core module table

MA in Philosophy							
Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Topics in Theoretical Philosophy	PHI00020M	7	20	None	None	4000 word essay by Wk1 SpT	No
Topics in Practical Philosophy	PHI00019M	7	20	None	None	4000 word essay by Wk 1 SuT	No
Postgraduate Research Skills (AuT and SpT)	PHI00008M	7	10	None	None	Online exercises by W1 SuT; reflective journal by Wk1 SuT	No
Dissemination Practice	PHI00023M	7	10	None	None	Organise, attend and present at one-day 'conference' Wk6 SuT	No
Dissertation Preparation	PHI00022M	7	20	None	None	Research proposal Wk1 SpT; annotated bibliography Wk1 SuT; outline Wk8 SuT	No
Dissertation	PHI00017M	7	60	None	None	10,000 word Dissertation submitted 10 th September	Yes

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Project Essay	PHI00013M	7	20	None	None	4000 word essay by Wk1 SpT or SuT as appropriate, or 10th September (p/t students only)	No
Consciousness	PHI00037M	7	20	None	None	4000 word essay by Wk 2 SpT	No

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Philosophy of Art	PHI00049M	7	20	None	None	4000 word essay by Wk2 SpT	No
Philosophy of Christianity	PHI00027M	7	20	None	None	4000 word essay by Wk2 SpT	No
Personal Identity	PHI00053M	7	20	None	None	4000 word essay by Wk2 SpT	No
Language and Mind	PHI00030M	7	20	None	None	4000 word essay by Wk 2 SpT	No
Suffering and the Good Life	PHI00054M	7	20	None	None	4000 word essay by Wk 2 SpT	No
Contemporary Issues in Bioethics	PHI00051M	7	20			4000 word essay by Wk2 SuT	No
Foundations of Maths	PHI00032M	7	20	None	None	4000 word essay by Wk2 SuT	No
Philosophy of Emotions	PHI00043M	7	20	None	None	4000 word essay by Wk2 SuT	No
German Idealism	PHI00039M	7	20	None	None	4000 word essay by Wk2 SuT	No
Analytic Aesthetics	PHI00055M	7	20	None	None	4000 word essay by Wk2 SuT	No
Wittgenstein & Philosophy	PHI00056M	7	20	None	None	4000 word essay by Wk2 SuT	No
Value & the Meaning of Life	PHI00052M	7	20	None	None	4000 word essay by Wk2 SuT	No

Transfers out of or into the programme	
There are two exit routes out of the MA programme: students who have passed 120 credits worth of work may exit with a PG Diploma; students who have passed three 20-credit taught modules may exit with a PG Certificate.	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved

Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:

<http://www.york.ac.uk/admin/aso/>

Departmental Statements on Audit and Review Procedures are available at:

<http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm>

Date on which this programme information was updated:

1 September 2017

Departmental web page:

www.york.ac.uk/philosophy

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.