Template C4

Programme Specification

Title of Course: *MA Philosophy and Contemporary Critical Theory*

Date first produced	30/09/2012
Date last revised	17/08/2023
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Version number	6
Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Humanities
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	MA Philosophy and Contemporary Critical Theory
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Postgraduate Certificate in Philosophy and Contemporary Critical Theory Postgraduate Diploma in Philosophy and Contemporary Critical Theory
Course Code *For each pathway and mode of delivery*	PPPTH1PTH02 PFPTH1PTH02
UCAS code *For each pathway*	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road/Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are: From BA: Normally a good (2:1 or upper-second class honours, or better) undergraduate degree or its equivalent in a relevant or related subject (including but not limited to philosophy, history, politics, cultural studies, fine art and visual culture, modern languages). Applicants with other kinds of qualifications will be considered on an individual basis. A minimum, overall IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.
Programme Accredited by:	N/A

QAA Subject Benchmark Statements:	There is currently no benchmarking statement specific to Philosophy at postgraduate level.
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

 The general aims of the Programme are:
- to offer students the opportunity to study modern European philosophy and contemporary critical theory (in both the German Frankfurt School and French anti-humanist traditions) to an advanced level within a taught programme
- to enhance students' knowledge of the main lines of inquiry in contemporary critical theory, informed by an awareness of their grounding in the development of the post-Kantian philosophical tradition, notably in the work of Hegel, Marx, Nietzsche and Freud.
- to enable students to develop an advanced understanding of current debates in the field of contemporary critical theory
- to foster students' ability to develop general philosophical skills, both in class discussions and in individual written work, of interpretation, analysis, criticism and argument
- to provide training in advanced research skills and the use of research resources, both physical and electronic
- to develop students' ability to construct a complex argument and to express that argument in clear and accurate English prose
- to provide students with a solid foundation for further postgraduate research or professional development.
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

This programme allows for three exit qualifications: Masters (180 credits), post-graduate Diploma (120 credits), and post-graduate Certificate (60 credits).

B. Intended Learning Outcomes

 Where appropriate, the programme outcomes are referenced to the QAA subject benchmarks for Philosophy*, the Master's Degree Characteristics (2020) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.
* There is no benchmark statement relating specifically to Philosophy at Level 7. Where appropriate, we are guided by the most recent QAA benchmark statement for Philosophy at Honours level.
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

	Programme Learning Outcomes				
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A4	The distinctive features and modes of argument and presentation of the post-Kantian philosophical tradition.	B4	Construct and sustain complex arguments about matters of a fundamental and abstract nature and express them in clear and accurate English prose.	C4	Organise and sustain wide-ranging research over a period of time and to structure and present a complex argument in a coherent fashion
A3	The main ideas and arguments of two or more major thinkers within the post-Kantian tradition of European philosophy, as presented in canonical texts	B1	Interpret and analyse complex and difficult philosophical texts, informed by current critical practice	C3	Locate appropriate electronic and physical research resources and plan a programme of library-based research appropriate to an MA dissertation
A2	The formative role of the post-Kantian philosophical tradition (especially Hegel, Marx and Nietzsche) in the development of critical theory	B2	Consider and critically examine unfamiliar ideas and terminology	C2	Prepare and deliver effective oral presentations of their work
A1	The central features of the two main traditions in twentieth-century critical theory (Frankfurt School and anti-humanist), in the light of recent and current critical debates	B3	Recognize methodological errors, rhetorical devices and unnoticed assumptions	C1	Work independently and manage their time effectively
				C5	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time, part-time and 'with professional placement' mode, and leads to the award of MA Philosophy and Contemporary Critical Theory (interim awards: PG Cert Philosophy and Contemporary Critical Theory; PG Dip Philosophy and Contemporary Critical Theory).

Entry is normally at level 7 with BA or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 7 with good passes in comparable level 7 modules but is at the discretion of the course team. Intake is normally in September.
 The degree consists of 180 credits, four modules of 30 credits each and a final dissertation of 60 credits.

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme (with integrated placement) must complete all modules except the final 'capstone project' module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

MA Philosophy and Contemporary Critical Theory

Level 7							
MA Philosophy and Contemporary Critical Theory							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critique, Practice, Power (v1 2019-20)	PH7901	30	7	1			
Philosophy Dissertation	PH7001	60	7	2 and 3			

Optional Modules							
Recent Italian Philosophy (v1 2019-20)	PH7903	30	7	1			
Art Theory: Modernism, Avant-Garde, Contemporary - delivered and assessed in English	PH7703	30	7	2			
German Critical Theory - delivered and assessed in English (v1 2019-20)	PH7904	30	7	2			
Hegel and his Legacy	PH7802	30	7	1			
Kant and his Legacy - delivered and assessed in English	PH7801	30	7	1			
Kant and the Aesthetic Tradition - Delivered and assessed in English	PH7701	30	7	1			
Marx and his Legacy	PH7905	30	7	2			
Modes of Subjection	PH7907	30	7	2			
Nietzsche and Heidegger - delivered and assessed in English (v1 2019-20)	PH7803	30	7	2			
Philosophy and Psychoanalysis (v1 2019-20)	PH7906	30	7	1 or 2			
Philosophy of Art History	PH7705	30	7	1			
Planetary Aesthetics	PH7706	30	7	2			
Plasticity and Form	PH7704	30	7	1 or 2			
Political Philosophy (v1 2019-20)	PH7806	30	7	2			
Professional Placement	HU7100	120	7	TB3 (Yr 1) and TB1 & TB2 (Yr 2)			
Recent French Philosophy - delivered and assessed in English	PH7804	30	7	2			

Topics in Modern European Philosophy A - delivered and assessed in English (v2 2019-20)	PH7805	30	7	2			

Level 7 information

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

D. Principles of Teaching, Learning and Assessment

The Programme has been designed to take account of the KU Curriculum Design principles. The Programme uses a range of teaching and learning methods that encourage students' active engagement throughout. Teaching and learning methods are designed to suit the content and learning outcomes of the modules. Lectures are knowledge focussed, explaining core aspects of the syllabus and its intellectual context, as well as offering models of interpretation and commentary. Seminar discussions explore the understanding of set texts and lecture materials and develop skills of exegesis, argumentation and oral presentation. Brief (formatively assessed) oral presentations help students develop their own understanding of the essentials of particular texts and topics and help students gain confidence in public speaking and response. As both presenters and respondents students engage in peer review and develop critical questioning skills. Individual and group tutorials offer opportunities to discuss essay topics and any issues students may find particularly difficult on the modules and are used to receive detailed feedback on assessed written work. Individual and group tutorials are arranged with module tutors; on core modules and some option modules doctoral Teaching Assistants (CRMEP PhD students) also run tutorials. Students also learn autonomously through independent study of set texts, library research, peer engagement and discussion both inside and outside the class, and through individual writing. Development of academic skills is threaded throughout the whole course.
The regular extra curricular research events schedule is also partly designed to complement and extend formal teaching and learning on the MA. (See Centre for Research in Modern European Philosophy (CRMEP) - Kingston School of Art – Kingston University) Research seminars, lectures, conferences and workshops include topics relevant to the MA and offer students the opportunity to engage with a wider national and international research community. An annual CRMEP Graduate Conference, organised by a team of PhD and MA students, allows students to participate in organisational and decision-making processes. Students who present papers at the conference also benefit from the experience of speaking and responding to a large public audience, and from further formative peer and faculty assessment. As well as formal class contact in lectures, seminars and tutorials, the extra-curricular events programme also allows for and encourages significant, informal staff-student contact as part of the enhanced learning and teaching environment.

Online learning technologies delivered via the Canvas virtual learning environment platform are also used throughout the course, to communicate with students, to make learning materials available to students and to foster on-line learning where appropriate. Students are also encouraged to draw on the wide range of video tutorials addressing software, technological and creative topics provided via LinkedIn Learning (via linkedinlearning.kingston.ac.uk)

All Philosophy modules are designed and taught in keeping with the principles outlined in Kingston's Inclusive Curriculum Framework, and aim to contribute to a curriculum that is both accessible and inclusive and also philosophically challenging and stimulating. All our modules are likewise designed to engage with broad cultural and intellectual contexts, to critique the legacies of colonialism and Eurocentrism, and to foster the kind of social and political engagement that is characteristic of the work and research undertaken in the CRMEP.

Assessment in all modules (including the Dissertation module) is both formative and summative. All 30-credit modules are formatively assessed (by staff and peers) through seminar discussions and students' oral presentations. 30-credit modules are also summatively assessed either through a 1500-word written exercise and a 3500-4000-word essay or with one 5000-6000-word essay alone. The 1500-word written exercise is designed to ensure that students have grasped the basic philosophical content in the early stages of each module; to identify, early on, any problems that individual students may need to address and to identify the means to do so; to identify and devise strategies for building on individual student's strengths; and to build confidence and skills in academic writing. Individual feedback tutorials in which the written exercise are discussed also allow staff and teaching assistants to provide formative guidance and advice in preparation for the 3000-word essay. The longer essays give students the opportunity to explore topics in greater depth. Students take advantage of pre-essay tutorials to discuss and receive formative advice on essay plans; the summative assessment of essays includes written comments that provide formative guidance on skills for the preparation of the dissertation. In summative assessments the emphasis falls squarely on the development of the ability to demonstrate comprehension and to communicate aspects of difficult topics in writing. This is a major transferable skill and intense preparation for any further postgraduate (for example doctoral) study.

Formative assessment and peer engagement are also prominent features of the four Research Skills seminars which are included as part of the Dissertation module PHM7001. Seminars cover: i) accessing and using library and electronic resources, with the Philosophy Subject Librarian; ii) writing, composition and editing skills; iii) preparation of the dissertation proposal and writing the dissertation; and iv) oral presentations by students on agreed dissertation topics. The first three of these seminars comprise formal skills teaching; in the fourth seminar students practice and extend oral presentation and response skills, receiving and participating in formative peer assessment, as well as receiving feedback from staff. In the Dissertation module, students apply the skills and knowledge acquired during the taught phase of the degree to the preparation of an extended piece of research-based writing (12–15000 words). Students are assigned an appropriate supervisor from the Philosophy team to guide them through this largely self-directed phase of the degree. Students meet regularly with their supervisor while preparing their dissertation to discuss the scope and intellectual content of the dissertation, research strategy and, as appropriate, early drafts of parts of their dissertation.

E. Support for Students and their Learning

In addition to structured teaching, guidance is available for students throughout the year through the provision of specific pre-set Office Hours, during which all members of the teaching staff are available for consultation with students. Students are encouraged to meet with teaching staff at such times, and at other times by appointment, for individual tutorial sessions. Students are also assigned a personal tutor, normally the tutor teaching the core module or the Philosophy Course Leader. Personal tutorials are arranged with the Module Leader of the core module in the first teaching block of an academic year, and are then organised directly with the tutor in subsequent teaching blocks. In addition to help and

advice from module tutors, the personal tutor tracks tutees' achievement, makes any appropriate recommendation for further support, and acts as the first contact for academic support and advice of all kinds. Provision is made for students to change personal tutor if necessary.

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT and the use of software
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- An Academic Success Centre that provides academic skills support for both UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Support for students with disabilities
- The Union of Kingston Students
- Careers and Employability Services team, who will provide support for students prior to undertaking work placement(s).

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (module evaluation questionnaires), and a postgraduate survey
- Moderation policies
- Feedback from employer

G. Employability and work-based learning

The MA Philosophy and Contemporary Critical Theory degree fosters a range of skills highly desirable to employers, such as high level communication skills, the capacity to deal effectively with substantial quantities of complex information, skills in analysis, critical and creative thinking, research skills, self-management and the capacity to work to deadlines, meticulousness in written presentation, the ability to work both independently and constructively with others.

While some MA Philosophy and Contemporary Critical Theory students will be studying to begin or enhance a career path in teaching, research or in the creative industries, other graduates will go into a variety of careers, including public policy, media/journalism, publishing, arts administration, management, marketing, leisure and tourism, IT and a variety

of public service and therapeutic fields. For those interested in further research, the course provides an excellent foundation for MPhil/PhD level study in related fields.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

Achievements of recent alumni of the Programme can be seen at
https://www.kingston.ac.uk/faculties/kingston-school-of-art/research-and-innovation/crmep/recent-alumni/

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placement is an integral part of the 2-year programme and students will receive support from the award-winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) give students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

H. Other sources of information that you may wish to consult

Course page on the KU website
https://www.kingston.ac.uk/postgraduate-course/philosophy-contemporary-critical-theory-ma/

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 7

		HU7100	PH7701	PH7705	PH7703	PH7704	PH7801	PH7907	PH7806	PH7001	PH7904	PH7903	PH7803	PH7804	PH7802	PH7905	PH7901	PH7906	PH7706	PH7805
Knowledge & Understanding	A4		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	A3			S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	A2				S	S				S	S	S			S	S	S	S		
	A1									S	S	S			S	S	S	S		
Intellectual Skills	B4		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B1		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B2		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B3		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Practical Skills	C4									S										
	C3		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C2		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C1		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C5	S																		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.