

Royal Holloway, University of London
Course specification for an undergraduate award
BA History and Philosophy (VV51)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in History and Philosophy is normally delivered in three stages, each of which comprises one year of full-time study or two years of part-time study, during which you must follow courses to the value of 120 credits. The course comprises 'mandatory' disciplinary courses, including a compulsory stage one of the course, with more freedom to choose 'optional' specialist courses in the second and third years, and with an extended essay in the final stage. Whilst the development of fundamental disciplinary-specific skills are emphasised in the 'mandatory' courses, the specialist options provide focused opportunities to examine the application of these skills. Moreover, the multi-disciplinary common first year gives a heightened appreciation of disciplinary distinctiveness.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

| Section 2 – Course details | | | |
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| Date of specification update | July 2022 | Location of study | Egham Campus |
| Course award and title | BA History and Philosophy | Level of study | Undergraduate |
| Course code | 2601 | UCAS code | VV51 |
| Year of entry | 2023/24 | | |
| Awarding body | Royal Holloway, University of London | | |
| Department or school | History | Other departments or schools involved in teaching the course | Philosophy |
| Mode(s) of attendance | Full-time and part-time | Duration of the course | Three years or six years |
| Accrediting Professional, Statutory or Regulatory Body requirement(s) | N/A | | |
| Link to Coursefinder for further information: | https://www.royalholloway.ac.uk/studying-here/ | For queries on admissions: | https://royalholloway.ac.uk/applicationquery |

| Section 3 – Degree course structure | | | | | |
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| 3.1 Mandatory module information | | | | | |
| The following table summarises the mandatory modules which students must take in each year of study | | | | | |
| Year | Module code | Module title | Credits | FHEQ level | Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC) |
| 1 | HS1004 | History in the Making | 30 | 4 | MC |
| 1 | PY1002 | Philosophy: Introduction to Modern Philosophy | 15 | 4 | MC |
| 1 | PY1101 | Philosophy: Problems of Knowledge | 15 | 4 | MNC |
| 1 | PY1541 | Philosophy: Introduction to Ancient Philosophy | 15 | 4 | MC |
| 1 | PY1202 | Philosophical Methods | 15 | 4 | MC |
| <p>This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.</p> <p>In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.</p> | | | | | |
| 3.2 Optional modules | | | | | |
| <p>In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.</p> | | | | | |

Year 1

In addition to the mandatory History module, you must also take one Gateway 30 credit module from the Department of History; details of the current Gateway modules can be obtained from the Department.

Year 2

From the **History** Department you must take one 30-credit 'Further Subject' module. You can then take two 15-credit Survey modules **OR** one 15-credit Survey module and HS2300 Research Essay / Public History Project (15 credits) attached to the Further Subject.

For **Philosophy**, in **Second Year**, students must choose **at least** 30 credits from the following options basket:

PY2001 Kant (15 credits)

PY2002 Mind and World (15 credits)

PY2202 Empiricism and Rationalism (15 credits)

PY2900 Race, Gender and Queer Philosophy (15 credits)

And their remaining Philosophy credits from a list of other options.

Year 3

You can **either** take:

PY3001 Dissertation in Philosophy (30 credits)

PLUS

30 credits of Philosophy options:

PLUS

Two taught Special Subject module (30 credits each) in History

OR

One History taught 'Special Subject' module (30 credits) plus HS3003 'Dissertation in History' (30 credits), which is attached to the special subject module

PLUS

60 credits of taught courses from the Philosophy options, at least 30 credits of which must be PY-coded courses.

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

Part-time study

Part-time students would normally be expected to take the following:

Year One (Stage One A): PY1101, PY1202 and HS1004 History in the Making

Year Two (Stage One B): PY1002, PY1541

Year Three (Stage Two A): 30 credits of Philosophy options, and **either** two Survey modules (15 credits, one in each term) from the list of modules offered by the History Department to the total value of 30 credits, **or** a Further Subject module in History (30 credits)

Year Four (Stage Two B): Either a Further Subject module in History (30 credits), if not taken in Stage Two A, **or** one Survey module (15 credits, Term 1 or term 2) and HS2300 Research Essay / Public History Project in History (15 credits, taught over both terms) **and** optional courses in Philosophy from the list above for full-time route to the value of 30 credits.

Year Five and Six (Stage Three): An appropriate combination of courses in line with the requirements stated above, normally including a dissertation in either subject. Should students choose to take a dissertation in History it must be attached to a special subject module.

BA History and Philosophy with an International Year (4 years)

Stage one:

As Stage one, listed above.

Stage two:

As Stage two, listed above.

Stage three, part 1 - Extra-curricular year:**

You must take courses at an overseas university nominated through the Erasmus or Student Exchange Courses. The equivalent of a full academic load at the overseas university must be taken. The courses to be taken overseas are to be agreed with the Tutor for International Studies in History. The marks achieved are converted into equivalent College marks and count as a thirteenth unit, HS3400. This will contribute 20% to the final stage three marks.

Stage three, part 2 – Final year in the History Department:

As Stage three, listed above. These courses will contribute 80% to the final stage three marks.

**Students commencing stage three, part 1 on this four year course will not be permitted to transfer back to one of the three year courses offered by the Department of History. The Department will give consideration in the case of extreme hardship, documented by extenuating circumstances and supporting material, as it normally would, should you not be able to complete their year abroad.

Section 5 – Educational aims of the course

The aims of this course are:

- Provides a systematic understanding and knowledge of the development of Philosophy in an historical context.
- Exposes students to a broad and coherent philosophical curriculum that draws on both the European and Anglo-American traditions.
- Provides a sound and extensive basis for the study of History, meeting the general requirements of the History subject benchmarking statement in the development of knowledge, understanding, and intellectual, discipline-specific and key skills.
- Provides students with sufficient choice to allow them to pursue their philosophical interests where possible.
- Provides a flexible and progressive structure in which students are able to gain knowledge, understanding, and appropriate skills relating to distinctive research specialisms.
- Encourages a critical awareness of current debates within the fields of History and Philosophy, in terms of both their contemporary complexities and their historical bases; presents an appreciation of History and Philosophy that stresses their pertinence to areas of intellectual inquiry.
- Inculcates an active sense of the interplay between intellectual-historical and ahistorical dimensions of philosophical enquiry.
- Provides theoretical insights and methodological techniques relevant to the development and interpretation of knowledge in History and Philosophy and to the evaluation of current research and scholarship in the fields.
- Prepares students to engage critically with the work of modern and contemporary philosophers.
- Fosters an independent learning ability for continued intellectual development.
- Engenders a range of subject-specific and general intellectual skills through a variety of learning activities geared to the study and practice of philosophy.
- Produces graduates with a range of personal attributes relevant to the world beyond higher education, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.
- Provides an opportunity for students to obtain an undergraduate qualification in History and Philosophy.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)

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| <ol style="list-style-type: none"> 1. Extensive knowledge and critical understanding of recent and current developments in the fields of History and Philosophy, and of the issues and controversies associated with these developments (K); 2. A grounding in some central theories in the fields of logic, epistemology, metaphysics, ethics, aesthetics and philosophy of mind (K); 3. A sound knowledge of the theories, techniques and concepts used to further our understanding of the issues, processes and phenomena associated with the fields of History and Philosophy (K); 4. An informed awareness of some of the topics that are of interest to philosophers today (K); 5. A critical understanding of data relating to the fields of History and Philosophy and of the results of analysis based thereon (K); 6. The knowledge to situate historically and conceptually central figures in the history of philosophy, and the diversity of philosophical methods, styles and problems (K); 7. A grasp of the methodological and conceptual relations between History and Philosophy (K); 8. An ability to interpret and critically engage with key philosophical texts, constituting a variety of traditions and ranging historically from the Ancient through to the contemporary (K); 9. A grounding in some central theories in the fields of logic, epistemology, metaphysics, ethics, aesthetics and philosophy of mind (K); 10. Assess the merits of theories, models and explanations in History and Philosophy and situate them in a wider disciplinary context (S); 11. Apply the concepts and methods used in History and Philosophy to the analysis of the History of Ideas (S); 12. Evaluate current research and scholarship in the field, and evaluate and, where appropriate, develop critiques of the methodologies employed by historians and philosophy scholars (S); | <ol style="list-style-type: none"> 13. Gather, organise and deploy evidence, data and information from a variety of sources, and assess their nature and value (S); 14. Carry out an independent investigation of a philosophical and/or historical topic or issue and produce a coherent written account (S); 15. An ability to summarise complex philosophical arguments and to present critical evaluations both orally and in writing (S); 16. Command a wide vocabulary of appropriate critical and theoretical terminology in History and Philosophy (S); 17. The ability to read sensitively and contrast critically philosophical works from different periods and exemplifying different styles of reasoning (S); 18. Communicate complex ideas and present arguments and complex information in a clear and concise manner in writing (S*); 19. Analyse and interpret complex issues, and develop reasoned arguments and make sound, critical judgements in the absence of complete data (S*); 20. Use literature, internet and database searches to gain necessary information (S*); 21. Develop the intellectual autonomy and self-direction needed for independent investigation of intellectual problems, taking responsibility for one's learning, and developing habits of reflection on that learning (S*); 22. Exercise of initiative and personal responsibility (S*); 23. Ability to take decisions in complex and uncertain situations (S*); 24. The ability to work autonomously and collaboratively with other (S*); 25. Self-awareness and self-management of research (S*); 26. Awareness of one's responsibility as a local, national and international citizen (S*); 27. Ability to learn independently and to take advantage of life-learning (S*); 28. Skills of oral presentation (S*). |
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Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of History and Philosophy. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning on the course draws on the methods and concepts used to investigate historical and philosophical issues and to conduct scholarship in these disciplines. It is also very strongly informed by the current research interests of the teaching staff from the two departments contributing courses to the course. This is particularly the case with most 2nd and all 3rd Year options, which are offered by staff based on their own individual research interests (fully consistent with the College’s approach to Research led Teaching).

The main methods used to develop knowledge and understanding are: formal lectures by academic staff, tutorials and seminar discussions based on a combination of staff-led sessions and student participation (including presentations). There is also guided independent research and study for the 3rd Year Dissertation.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, for the assessments listed as ‘summative’, you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. ‘Coursework’ might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. ‘Practical assessments’ might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

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| Section 8 – Additional costs |
| There are no single associated costs greater than £50 per item on this degree course. |
| These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website. |

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| Section 9 – Indicators of quality and standards | |
| QAA Framework for Higher Education Qualifications (FHEQ) Level | 4-6 |
| Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study. | |
| QAA Subject benchmark statement(s) | http://www.qaa.ac.uk/quality-code/subject-benchmark-statements |
| Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated. | |

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| Section 10– Intermediate exit awards (where available) | | |
| You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below. | | |
| Award | Criteria | Awarding body |
| Diploma in Higher Education (DipHE) | Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5 | Royal Holloway and Bedford New College |

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| Certificate in Higher Education (CertHE) | Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4 | Royal Holloway and Bedford New College |
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