

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA Classical Studies and Philosophy (QV8M)**

**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 University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in Classical Studies and Philosophy is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits made up of an equivalent number of 30 credit or 15 credit modules. The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills.

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   |   |   |   |
|--|---|---|---|
| <b>Date of specification update</b>  | April 2024  | <b>Location of study</b>  | Egham Campus  |
| <b>Course award and title</b>  | BA Classical Studies and Philosophy   | <b>Level of study</b>   | Undergraduate   |
| <b>Course code</b>   | 2411  | <b>UCAS code</b>  | QV8M  |
| <b>Year of entry</b>   | 2024/25   |   |   |
| <b>Awarding body</b>   | Royal Holloway, University of London  |   |   |
| <b>Department or school</b>  | Department of Classics<br>School of Humanities  | <b>Other departments or schools involved in teaching the course</b> | Department of Politics, International Relations and Philosophy  |
| <b>Mode(s) of attendance</b>   | Full-time   | <b>Duration of the course</b>                                       | 3 years   |
| <b>Accrediting Professional, Statutory or Regulatory Body requirement(s)</b> | N/A   |   |   |
| <b>Link to Coursefinder for further information:</b>                         | <a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a> | <b>For queries on admissions:</b>                                   | <a href="https://royalholloway.ac.uk/applicationquery">https://royalholloway.ac.uk/applicationquery</a> |

**Section 3 – Degree course structure**

**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<br>(Mandatory Condonable MC or<br>Mandatory Non-Condonable MNC) |
|------|-------------|--|---------|------------|---|
| 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  |

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'.

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.

**3.2 Optional modules**

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.

**Year 1**  
 Classics: 1 Latin or Classical Greek Language module and 2 Introductory Modules OR 4 Introductory Modules

**Year 2**

Classics: Stage 2 modules to the value of 60 credits

Philosophy you 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 the remaining 30 credits of Philosophy modules from a list of other options.

**Year 3**

Classics: Stage 3 modules to the value of 60 credits

Philosophy: Stage 3 modules to the value of 60 credits

**Section 4 - Progressing through each year of your degree course**

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%. 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 [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

### Section 5 – Educational aims of the course

The aims of this course are:

- to enable you to explore the diverse range of ancient world studies and to specialise in relevant disciplinary areas;
- to deliver a syllabus informed by the research expertise of staff and suited to your needs;
- to develop knowledge and understanding of the chosen field of study and of the research associated with them and to prepare you to undertake your own research under appropriate levels of supervision;
- to promote personal and academic development and provide a sound basis for further study, post-graduate research or employment;
- to develop the skills that will enable you to study in other Classical disciplines and support their developing interests and objectives;
- to support the development of a range of transferable skills suitable both for further academic study and for a range of future careers.

| Section 6 - Course learning outcomes   |  |  |  |  |
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| In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. ( <i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i> ) |  |  |  |  |
| Theme  | Course learning outcome  | Level 4  | Level 5  | Level 6  |
| K  | the acquisition of knowledge of scholarship in the chosen areas of the discipline to a level appropriate for a BA degree                             | <b>1a</b><br>Assemble and summarise scholarship relevant to the discipline               | <b>1b</b><br>Appropriately use and critique scholarship relevant to the discipline | <b>1c</b><br>Critically synthesise and integrate scholarship relevant to the discipline                                |
| K  | Acquire a detailed understanding of the methodological questions and issues involved in studying the ancient Mediterranean and neighbouring cultures | Demonstrate knowledge of different methodological approaches to studying the subject     | Apply different methodological approaches to a range of sources and contexts       | Critically reflect on scholarly theories and issues in the fields of classical studies, broadly defined                |
| S  | the ability to conduct research in the field of classical studies independently  | Demonstrate and exercise knowledge and awareness of research skills                      | Apply research skills to a range of tasks and objectives                           | Generate research-led material that demonstrates the ability to collect and synthesize material gathered independently |
| S  | time management and organisational skills including working to deadlines, prioritising tasks, organising work-time                                   | Classify and prioritise relevant tasks with appropriate guidance.                        | Identify tasks and plan time independently to meet set goals.                      | Identify own academic objectives and organise priorities independently and efficiently to meet deadlines.              |
| Knowledge and Understanding  | 1 Understand the core questions, theories, and specialist terminology in the central areas of philosophy   | Recall information about philosophical theories and understand the relevant terminology. | Discuss core philosophical questions and theories.                                 | Explain the key issues in philosophical debates and theories.  |
| Argumentation  | 2 Identify and analyse arguments made in a variety of contexts, both theoretical and practical.  | Recognize an argument and understand the difference between good and bad arguments.      | Assess the quality of arguments as used in a wide range of contexts.               | Deploy arguments effectively and explain why poor arguments are ineffective.   |

|                   |  |  |   |   |
|-------------------|--|--|---|---|
| Critical Thinking | 3 Critically evaluate philosophical ideas from both historical and contemporary sources.   | Begin to appreciate both the strengths and weakness of philosophical ideas.                      | Recognize strengths and weakness of philosophical ideas.  | Explain fully the strengths and weakness of philosophical ideas.  |
| Textual Analysis  | 4 Interpret complex philosophical texts, paying attention to different modes of argumentation and the variety of literary forms that philosophical writing can take.             | Appreciate the variety of literary forms in which philosophy has and can be written.             | Understand the different criteria used to assess the claims made in different types of philosophical text.                                | Critically assess a variety of different types of philosophical text and understand the strengths and weakness of different genres of writing.  |
| Research          | 5 Gather, organise, and deploy evidence from a variety of sources, assessing its nature and value.   | Know how to identify and locate scholarly literature relevant to a given research topic.         | Organize and assess sources of information relevant to a research topic.  | Critically assess and make effective use of previous literature on a research topic in their own work.  |
| Communication     | 6 Express philosophical ideas and arguments clearly and precisely, both in written work and orally.  | Understand the importance of clarity and precision in philosophical discussion and writing.      | Deploy well-formed arguments in discussion and written work.  | Effectively argue for or against a view in a wide variety of contexts, both orally and in written work.   |
| K                 | <b>Engaged Humanities K6</b><br>display a breadth and depth of subject knowledge, and engage with developing subject conversations and their currency in cultural discourse now. | recall foundational knowledge of the subject area, and use core subject skills.                  | recognise and classify focussed sub-fields within the subject area, and identify and respond to relevant critical materials and contexts. | select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions. |
| S                 | <b>Applied Humanities S1</b><br>understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future.                  | recognise and identify subject skills as transferable to work-based situations and competencies. | generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions.          | plan and manage an extended project/essay, using ADAPTIVE skills, INITIATIVE and SELF-MANAGEMENT to ensure successful task completion.  |
| S                 | <b>Global Humanities S2</b><br>understand and enact intercultural awareness and competencies.  | identify and respond to diverse cultural contexts and viewpoints.                                | understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views.                         | reflect on bias including one's own: operate within, appreciate, and evaluate different cultural context.   |

|   |                                    |  |   |   |
|---|------------------------------------|--|---|---|
| S | <b>Critical S<sub>3</sub></b>      | FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.)          | objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning                 | synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge |
| S | <b>Collaborative S<sub>4</sub></b> | reflect on current experience and identify the potential to ADAPT and modify in response to that experience. | carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task.              | co-work and/or co-create in partnership with others in achievement of collective goals and recognise acknowledge the importance of collaborative practice in knowledge production.                                |
| S | <b>Communicative S<sub>5</sub></b> | recall basic subject vocabulary and present information with FOCUS and ACCURACY.                             | structure and organise the presentation of information in a variety of communicative modes with RELEVANCE, LOGIC and COHERENCE. | design a presentation of information that can argue, influence or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique.   |



## 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 Classical Studies and Philosophy. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching is by means of lectures, large and small seminar groups, and one-to-one tutorials and through formative assessment. Lectures are used primarily to provide a conceptual map of an area, to expand your knowledge base, to model relevant approaches to presentation skills and scholarly thinking. Language and oral presentation skills are developed in small to medium sized groups and you have opportunities to study authors in translation or the original. Research skills are developed through private study and specific projects culminating in a dissertation, while writing skills are developed through set assignments and feedback from tutors. Other learning activities include museum trips where appropriate and opportunities to handle source material. The range of modules offered means that you are required to study societies in transition and societies over long periods, giving opportunities for comparison of institutions and societies. Interdisciplinary modules especially lead to the achievement of outcomes and all modules are assessed formatively and summatively. 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. Assessments designated as 'summative' will receive a mark 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.

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.

## 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.**

| Section 9 – Indicators of quality and standards  |   |
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| <b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>  | 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. |   |
| <b>QAA Subject benchmark statement(s)</b>  | <a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a> |
| 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.  |   |

| Section 10– Intermediate exit awards (where available)   |  |  |
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| 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 |
| 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 |