Royal Holloway, University of London
Course specification for an undergraduate award
BA English and Philosophy (QV35)

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 <u>here</u>. Further information on the University's Admissions Policy can be found <u>here</u>.   Your degree course in English 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. The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. The courses contain a combination of compulsory modules to introduce you to historical periods, to the principle literary genres, and to contemporary critical and theoretical approaches, with a range of stage two and three specialist options. In each case the structure encourages you, in stage two and three, to develop your own interests through informed choice among specialist options. In stage three all students are required to write a dissertation and/or long essays. The courses aim to produce graduates with a range of personal attributes relevant to the world beyond HE, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.   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			
Date of specification update	May 2024	Location of study	Egham Campus
Course award and title	BA English and Philosophy	Level of study	Undergraduate
Course code	2417	UCAS code	QV35
Year of entry	2026/27		
Awarding body	Royal Holloway, University of London		
Department or school	English	Other departments or schools involved in teaching the course	Philosophy
Mode(s) of attendance	Full-time	Duration of the course	3 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					
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	EN1011	English: Thinking as a Critic	15	4	MC
1	EN1107	English: Re-orienting the Novel	30	4	MC
1	EN1112	English: Introduction to Poetry	15	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

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.

Stage two:
You will choose options equal to the value of 60 credits from a list of Stage Two modules offered by the English Department. Over your second and third years, you must take at least 15 credits focusing on medieval literature or literature from before 1780 (including Shakespeare) plus specified modules in the other 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.

Stage three:
You will choose options equal to the value of 60 credits from the other Department. These options include the Dissertation (30 credits). **Only one Dissertation is permitted**. If not already completed in Stage Two, the requirement for at least 15 credits focusing on medieval literature or literature from before 1780 (excluding Shakespeare) must be completed in Stage Three.

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%.

Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. 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 develop independent critical thinking and judgement;
- to engage you imaginatively in the process of reading and analysing literary texts;
- to encourage you to appreciate the expressive resources of language;
- to encourage you to reflect critically upon the act of reading;
- to promote an understanding of formal, generic and aesthetic aspects of literary texts;
- to promote the reading of Old English, Middle English and Renaissance texts in the original;
- to encourage an awareness of literature's historical dimension;
- to foster an awareness of contextual aspects of the production and determination of meaning;
- to develop a range of subject-specific and transferable skills;
- to provide a basis for further study in English or related disciplines, and a foundation of knowledge for teachers of English at all levels;
- to provide an intellectually stimulating and satisfying experience of studying;
- to encourage in you a sense of enthusiasm for the subject, and an appreciation of its continuing social and cultural importance;
- to encourage you to take progressive responsibility for your own study through negotiating subject areas of specialism with other students in seminars and study groups, through the informed choice of options, and through an extended piece of writing in the final year.

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 (*))*

Course Learning Outcome	Level 4	Level 5	Level 6
ENGLISH/PHILOSOPHY Subject Knowledge	Display a breadth and depth of subject knowledge of literature and philosophical ideas and thinkers and engage with developing subject conversations and their currency in cultural discourse now. Understand some of the core questions, theories, and specialist terminology in the central areas of philosophy.	Recognise and classify focussed sub-fields within the subject areas, and identify and respond to relevant secondary critical materials and contexts. Recall information about literary texts and philosophical theories and understand the relevant terminology.	Develop specialist knowledge in focused areas of interest, such as specific literary genres and modes, historical periods, and major philosophical concepts and arguments. Identify specific points of crossover between literary and philosophical discourse.
ENGLISH/PHILOSOPHY Reading Skills	Read literary, critical and philosophical works closely and accurately.	Analyse literary, critical and philosophical works in a critical and contextually informed way.	Develop independent and imaginative interpretations of literary, critical, and creative works.
ENGLISH/PHILOSOPHY Writing Skills	Write clearly, accurately, and effectively about texts and arguments.	Articulate critical understanding of literary texts and philosophical ideas, demonstrating awareness of different registers and different genres of critical prose (e.g. essay, blog post, review, etc).	Demonstrate an expressive command of written English, articulating sophisticated ideas about literary, critical, and philosophical works in clear, fluent, and stylish prose appropriate to formal and a wide range of other registers.
ENGLISH/PHILOSOPHY Research Skills	Understand and present primary and secondary texts.	Find and evaluate previous criticism and scholarship	Apply scholarly bibliographic skills appropriate to focused areas of interest in an independent research project.
ENGLISH/PHILOSOPHY Critical Terminology and Approaches	Recognise and understand core technical, critical, and theoretical terms and ideas characteristic of literary and philosophical study.	Engage with technical, critical, and theoretical terms and ideas in the discussion of literature and philosophy.	Articulate specialist knowledge and a critical understanding of technical, critical, and theoretical terms and ideas in focused areas of interest. Recognize strengths and weakness of philosophical ideas.
Engaged Humanities K6 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 debate/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions.
Applied Humanities S1	Recognise and identify subject skills as	Generate outputs in a variety of formats	Plan and manage an extended

Understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future.	transferable to work-based situations and competencies.	which have application to work-based uses and/or particular audiences and/or functions.	project/essay, using ADAPTIVE skills, INITIATIVE and SELF-MANAGEMENT to ensure successful task completion.
Global Humanities S2 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.
Critical S3	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
Collaborative S4	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.
Communicative S5	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 English and Philosophy. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures; seminars; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

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 Royal Holloway Curriculum 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).

Section 8 – Additional costs
There are no single associated costs greater than £50 per item on this 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	
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.	

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
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