

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA Liberal Arts with Integrated Foundation Year (YooF)**

**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 Liberal Arts with an integrated Foundation Year is delivered in four stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits.

The Foundation Year prepares you for university study by offering a rigorous introduction to university-level study methods and skills, transitioning from Level 3 to Level 4. It provides progressive structures in which you are able to gain ever-wider knowledge and understanding of approaches to humanities study and your chosen degree subject, together with embedded good academic practice and study skills, leading towards increasingly discipline specific modules which facilitate greater levels of specialisation and individual choice. The mandatory courses include a range of different expressive media (texts, images, objects, rituals, digital forms) from different historical periods, tested by a wide variety of assessment methods including (but not limited to) short written exercises and critical appreciations, Moodle-based quizzes, essays, examinations, poster presentations, blog/vlogs, short digital films, dissertations and personal development plans.

The course provides progressive structures in which you are able to gain ever-wider knowledge, understanding, and appropriate skills. The course contains a combination of mandatory non-condonable modules (in years one and two), a mandatory condonable module in a foreign language (in year one), and a very wide range of options (in years one, two and three). At each stage you develop your own interests through informed choice of options drawn from different disciplines. In stage three you are required to write a dissertation. The course aims to produce 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.

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 2025	Location of study	Egham Campus
Course award and title	BA Liberal Arts with Integrated Foundation Year	Level of study	Undergraduate
Course code	3447	UCAS code	YooF
Year of entry	2026/27		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Languages, Literatures and Cultures School of Humanities	Other departments or schools involved in teaching the course	
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:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<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 (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
0	FY0023	Culture and Memory	15	HE level 0	MC
0	FY0024	Cultures of Thinking	15	HE level 0	MC
0	FY0027	Society on Screen	15	HE level 0	MC
0	FY0028	Textual Cultures	15	HE level 0	MC
0	ML0001	Research Project and Reflection	30	HE Level 0	MNC
1	LA1000	Critical and Cultural Encounters	30	4	MNC
2	LA2000	Power, Society and Cultural Practice	30	5	MNC
<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					

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.

Liberal Arts is a truly interdisciplinary subject and the flexible structure of the degree course reflects this. In the first year, you will take a compulsory foreign language module and one compulsory module, alongside optional modules chosen from an extensive and varied list. In the second year, you will take one compulsory module alongside further optional modules. In the final year, you will undertake an independent research project and dissertation, alongside optional modules. Students on this course can choose optional modules from a number of different academic departments such as English, Modern Languages (including Comparative Literature and Culture), History, Classics, Drama, Psychology and Mathematics.

At Stage 0 (Foundation Year), choose one module (15 credits) from:

FY0025 Data, Society and Policy (15 credits)

OR

FY0029 Digital Cultures (15 credits)

At Stage One, you must take a Language Module at a level suitable to the student (FR1601, FR1602, FR1701, FR1702, GM1601, GM1602, GM1701, GM1702, IT1601, IT1602, IT1701, IT1702, SN1601, SN1602, SN1701, SN1702), equivalent to 30 credits **and** choose options equal to the value of **two** 30 credit modules from the list of Stage One modules from at least two academic disciplines.

At Stage Two, you must choose options equal to the value of **three** 30 credit modules from the list of Stage Two modules from at least two academic disciplines.

At Stage Three, you must choose one of the Liberal Arts Project modules (30 credits) and options equal to the value of **three** 30 credit modules from a list of Stage Three modules.

#### 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](#).

Once progression has been confirmed, you may choose your preferred pathway which may include Single Honours Film Television and Digital Production, a joint or minor degree within Media Arts, or variants within the Humanities (English (except pathways with Creative Writing), History, Drama, Classics, Philosophy, Comparative Literature and Culture, Liberal Arts). There is flexibility within the course for you to take your Department Based Project in one of the other departments in Humanities should you wish to follow an alternative pathway after progressing from your Foundation Year.

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.

If you wish to specify a specialisation in your degree title—e.g. Liberal Arts (History) — you must complete at least 90 credits in your chosen area. 30 of these credits may derive from the Dissertation, so long as it falls within the area of specialisation. You will be advised about specialisation pathways at every stage of your degree but do not need to change degree course. The specialisation will be awarded, once agreed, as an 'exit award' at the end of the course.

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 engage students imaginatively in the process of reading and analysing different types of texts; □ to develop knowledge and understanding relevant to the chosen fields of study;
- to provide theoretical insights and methodological techniques relevant to the creation, interpretation, and critical evaluation of knowledge in a range of disciplines;
- to enable students to develop independent critical thinking and judgement;
- to prepare students to undertake their own research under appropriate levels of supervision;
- to foster competence in at least one foreign language;
- to explore the delineation of disciplines as well as the value of interdisciplinary work;
- to encourage students to take progressive responsibility for their own study through negotiating subject areas of specialism with each other in seminars, through the informed choice of options, and through an extended piece of writing in the final year.
- 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

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 3	Level 4	Level 5	Level 6
	Develop knowledge of a wide range of expressive forms, from different historical periods, that underpin the study of literary, visual, and multimedia texts.	Identify the distinctiveness and purpose of Liberal Arts, and interrogate notions of culture and identity from an interdisciplinary perspective, broadening international and intercultural understanding	Interrogate global issues using an interdisciplinary framework, multimedia perspectives and practice-based approaches, working collaboratively and engaging creatively with fundamental ideas about culture and society.	Demonstrate breadth of interdisciplinary knowledge and skills by planning, managing, and delivering an independent research project.
	Develop knowledge of appropriate critical terminology for the analysis of a variety of expressive forms, especially those that underpin the study of literary, visual, and	Articulate how ideas emerge collaboratively through a diverse range of interdisciplinary "encounters", employing critical, comparative and/or theoretical approaches, developing awareness	Explore communicative strategies in areas such as arts and culture, media, and politics, tackling questions of individual and global responsibility in relation to contemporary real-world issues.	Apply critical, creative and/or innovative techniques, drawing from influences and ideas across subjects/disciplines, and applying analytical, interpretative, and methodological tools.

	multimedia texts.	of continuities and commonalities between subjects/disciplines.		
<b>Engaged Humanities (JH) K6</b> Undertake multi-disciplinary [and/or interdisciplinary study ] in two or more subject areas and engage with developing subject conversations and their currency in cultural discourse now.	Develop knowledge of the relationship of a wide range of expressive forms to other disciplines and forms of knowledge.	Recall foundational knowledge of two or more subject areas and use core subject skills [with opportunity to bring the fields of study into conversation].	Build wide-ranging subject learning and knowledge [with opportunity to consider interdisciplinary interrelations in theory, history or practice of the disciplines].	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 [with an ability to critically understand and interrogate the intersections of interdisciplinary or multidisciplinary practice and engage with its capacity for generating unique meaning, knowledge, value].
<b>Applied Humanities S1</b> Understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future.	Critical skills in close reading, the analysis and critical interpretation of texts, images, data, and new media.	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.
<b>Global Humanities S2</b> 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.
<b>Critical S3</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.
<b>Collaborative S4</b>		Reflect on current experience and identify the potential to ADAPT and	Carry out collaborative activity with RESILIENCE and provide an	Co-work and/or co-create in partnership with others in achievement of collective goals and

		modify in response to that experience.	individual contribution to a collective goal/task.	recognise acknowledge the importance of collaborative practice in knowledge production.
<b>Communicative S5</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 is mostly by means of lectures, seminars, workshops, essay consultations, and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, oral presentations (both individual and group), exhibits/posters, and the dissertation or long essay. In addition, students may produce various forms of creative work, both individually and in groups. Full details of the assessments for individual modules can be obtained from the Departments.

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 [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.

## 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	
<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)		
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