

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA English and Philosophy			
Level of qualification			
Please select:	Level 6 (H)		
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N	
		Year Abroad Please select Y/N	
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	English and Related Literature		
Other contributing Departments:	Philosophy		
Programme leader			
Richard Walsh			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>The English and Philosophy programme brings together the methods and subject matter of two disciplines with multiple points of contact. Both will present you with the opportunity to engage closely with texts from a range of modern and historical cultural contexts, exploring values and ideas that resonate with the contemporary world. You will examine English-language literatures, and the critical arguments about them, from around the globe, with opportunities to study foreign literatures in translation or in the original language as well. You will investigate fundamental philosophical questions about reality, experience, thought, and value, getting to grips with deep and difficult problems and trying to find answers—engaging constructively with the ideas of philosophers past and present, and developing your own. In both disciplines you will cultivate your creative imagination and your powers of argument, in oral and written communication, honing a set of skills that are important to a wide range of careers, and highly valued by employers: critical thinking and analytical reasoning; the ability to analyze and solve complex problems; effective communication; application of skills and knowledge to real-world issues; extraction and organization of information; the ability to innovate and be creative; teamwork skills; ethical and cultural awareness. You will also benefit from the complementary priorities of philosophical and literary inquiry. In philosophy the emphasis falls upon the clarification of ideas and arguments, and the analytical care and precision with which you examine them; in English the emphasis is upon your responsiveness to the interpretative nuances of literary texts as aesthetic, rhetorical and ideological artefacts. As your abilities advance you will discover the reciprocal benefits of bringing the methods of each discipline to bear in the context of the other. The programme culminates with an interdisciplinary taught module focussed on the dialogue between the literary and philosophical perspectives in which you have been trained, rounding out your understanding of what they bring to culture and society, and to your own role in it.</p>			

Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Read philosophical and literary texts with close critical attention, clearly explaining and interpreting them and their relations to the issues, traditions and periods in which they participate, and synthesizing information from secondary sources
2	Develop and articulate arguments for alternative solutions to key philosophical problems in an open-minded and imaginative way, by presenting the best case that can be made for each proposal and advancing a reasoned judgement about the best solution
3	Analyse the power of language, rhetoric and narrative and the influence they have upon cultural, political, and ethical issues, using this awareness better to understand the world and influence others
4	Exercise and continually develop their independent thought and critical judgement by interrogating their own underlying assumptions and identifying strengths and weaknesses, refining their critical engagement with arguments and texts in the light of self-reflection, peer review, and advice and feedback from others
5	Engage analytically with contemporary social, political and ethical problems and issues of value, and display a critical awareness of cultural diversity informed by knowledge of the literatures of different varieties of English or other European languages, so developing the ability to operate in complex global and multicultural contexts
6	Engage productively in critical discussion and debate, and therefore work effectively in collaboration with others, by cultivating advanced oral communication skills
7	Influence people by writing clearly, accurately and persuasively, articulating ideas and presenting systematic, logical arguments to support measured judgements, and doing so in lucid and accessible terms, to a deadline and to a professional standard
8	Move confidently between the methods and practices of the disciplines of English and Philosophy, rigorously applying the skills appropriate to a given context whilst maintaining a creative, intellectually independent alertness to the relevance of alternative ways of thinking and the insight they can afford

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

n/a

Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

n/a

Explanation of the choice of Programme Learning OutcomesPlease explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

The PLOs define the key attributes that will benefit our graduates in employment or further study beyond their degree. The PLOs signal an ambition that our graduates will distinguish themselves by their ability to interpret and express complex ideas, in relation to diverse cultural contexts and in effective language; to exercise critical thinking in understanding and explaining problems, developing solutions, laying out arguments, and making a judgement on the basis of evidence; to draw upon the range of skills cultivated by a multi-disciplinary to confidently devise, manage, and complete projects independently and collaboratively. Meeting the PLOs will establish our graduates as independent thinkers, characterised by the sophistication of their analysis of cultural texts and objects, and their capacity for resourceful, creative, flexible, and reflective thinking, applied to difficult problems in a rigorous and systematic way.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The PLOs refer to a wide-ranging and robust set of skills and knowledge with which our graduates will be equipped. They capture the distinctive character of English and Philosophy at York: its emphasis on students' critical and analytical engagement with texts of a wide historical scope and linguistic range; and on the cultivation of the key skills of philosophy – insightful explication of problems, open-minded development of possible solutions, sharp articulation of arguments for and against particular solutions, and measured judgement based on the considerations raised. Students' highly-developed research, analytical and communication skills will be particularly advantageous as they move forward to a diverse range of careers; these skills are highly prized by employers and also enable our graduates to be thoughtful citizens and effective agents for positive change in society.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

The PLOs emphasise a strong focus on research, communication and critical enquiry. In order to achieve these outcomes students make use of a range of digital tools, developing increasing digital literacy over the course of their degree. In their essay research they use databases of critical scholarship, digitised historical texts and cultural artefacts; in their development of presentations and projects they make use of digital recording and editing tools; and in their time and resource management they utilise referencing software and apps. Students engage with technology-enhanced learning through the VLE, making use of lecture recordings, course blogs, discussion groups and online assessment.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?

The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

The PLOs make explicit the skills that will prepare graduates for a range of employment and further study. In addition to traditional knowledge acquisition, they emphasise the management and dissemination of information, to the benefit of students joining the workforce within a changing knowledge economy (PLO 1); analysis, critical reflection, problem solving and evidence-based judgement (PLO 2); ethical and cultural awareness and sensitivity (PLOs 3 and 5); autonomy and self-direction in relation to projects requiring independent thought, initiative and adaptation (PLO 4); clear and effective communication, both written and oral (PLOs 6 and 7); and intellectual breadth and agility (PLO 8). Across the PLOs, these attributes will help graduates articulate and account for their transferrable skills, while promoting opportunities for work-related learning and ensuring alignment of professional skills development across the curriculum.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

All students are allocated a personal supervisor before they arrive for their first term at York. Students meet with their supervisor at least once a term to discuss marks and feedback. Supervisors are thus able to note any problems and direct the student to support services on campus, for instance disability services or library and information services. Attendance at teaching is centrally monitored by the department, which allows the department to identify students who for various reasons are struggling. Student thus identified are invited to meet with the Chair or Deputy Chair of the Board of Studies who in conjunction with supervisors and university services can offer support.

vii) How is teaching informed and led by research in the department/ centre/ University?

All of the staff teaching on the English and Philosophy programme are research active and deliver research-led teaching in their area of specialism from year 1 of the degree onward. Year 2 English modules are driven by cutting-edge research from the department's distinctive research schools, while in year 3 all modules in English and Philosophy focus on topics framed as ambitious engagements with the research of the module tutor(s). The bridge module brings together interdisciplinary research expertise from members of both departments.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:

In English, students will have acquired a broad understanding of literary history, key concepts, cultural contexts, and critical and theoretical approaches across their core modules in Stage 1. They will also have begun developing critical enquiry skills, in relation to their research and writing, through reading, classroom discussion, and assessment tasks. They will begin to exercise independent thought and judgement in the management of research projects, developing greater confidence in the communication of ideas, both written and orally. Writing skills are a particular focus of Stage 1, where students follow a dedicated year-long writing 'strand' which aims to provide them with the groundwork for writing across the degree. Stage 1 will also provide foundational experience in working with texts and ideas, upon which Stages 2 and 3 will build.

In Philosophy, students are exposed to carefully framed presentations of issues and debates with selected readings (of an appropriate level of difficulty) that they are not required to go beyond (as the aim at this stage is to focus attention and get to grips with those readings), with significant support from introductory material and guiding questions. Students are expected to be able to recognize and articulate key differences between the positions considered, to rehearse arguments accurately with a reasonable level of understanding, and to be able to make evaluative judgements about positions and arguments based on the evidence, showing sensitivity to key features of arguments such as validity and plausibility of premisses. Students are expected to be able to engage in discussions of philosophical texts: expressing their responses to study questions, listening carefully to the contributions of others and responding constructively. The first year of the programme is classed as probationary and students are expected to be able to demonstrate understanding of academic integrity—e.g. the need to avoid plagiarism and collusion—and to work on the programme with integrity.

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							
Stage 2							
On progression from the second year (Stage 2), students will be able to:			<p><i>In English, students will have reinforced their critical skills and understanding of literature, in the application of concepts and foundational knowledge from Stage 1 to more specific historical periods and non-English language contexts. Students will have developed their capacity for examining relevant critical and cultural contexts within these periods, while having acquired a deeper sense of historical or periodised approaches that will be taken further in Stage 3. They will also have engaged with a wider range of writing tasks, for both specialist and general audiences, building on the formal writing skills gained in Stage 1 and in relation to language study in Stage 2. Finally, students will begin to consolidate the independent research skills that will be the focus of Stage 3.</i></p> <p><i>In Philosophy, students are expected to develop reasonable depth and breadth of knowledge and understanding in a number of key topic areas in philosophy. They are given key readings and introduced to the issues, but they are expected to tackle more difficult puzzles and materials and/or are expected to do more in terms of developing their own understanding and exploring the relevant literature than in Year 1. They are expected to express their understanding of key problems, issues, positions, and arguments in clear and concise terms. They are expected to argue for their view on a question or issue, and to consider and weigh objections to central arguments and potential responses to those objections. They are expected to be able to engage in critical discussion and offer constructive feedback on the work of others.</i></p>				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			<i>Global statement</i>				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Read philosophical and literary texts with close critical attention, clearly explaining and interpreting them and their relations to the issues, traditions and periods in which they participate, and synthesizing information from secondary sources	Develop and articulate arguments for alternative solutions to key philosophical problems in an open-minded and imaginative way, by presenting the best case that can be made for each proposal and advancing a reasoned judgement about the best solution	Analyse the power of language, rhetoric and narrative and the influence they have upon cultural, political, and ethical issues, using this awareness better to understand the world and influence others	Exercise and continually develop their independent thought and critical judgement by interrogating their own underlying assumptions and identifying strengths and weaknesses, refining their critical engagement with arguments and texts in the light of self-reflection, peer review, and advice and feedback from others	Engage analytically with contemporary social, political and ethical problems and issues of value, and display a critical awareness of cultural diversity informed by knowledge of the literatures of different varieties of English or other European languages, so developing the ability to operate in complex global and multicultural contexts	Engage productively in critical discussion and debate, and therefore work effectively in collaboration with others, by cultivating advanced oral communication skills	Influence people by writing clearly, accurately and persuasively, articulating ideas and presenting systematic, logical arguments to support measured judgements, and doing so in lucid and accessible terms, to a deadline and to a professional standard	Move confidently between the methods and practices of the disciplines of English and Philosophy, rigorously applying the skills appropriate to a given context whilst maintaining a creative, intellectually independent alertness to the relevance of alternative ways of thinking and the insight they can afford
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Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

‘Option module’ can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single ‘A’ can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
English modules																																
20		Approaches to Literature I	S					A				EA																				
20		Key Concepts	S																				A				EA					

[illegible]

[illegible]

Optional module listsIf the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
English Intermediate Options (new)	English Stage 2 Topic modules	English World Literature modules	Philosophy Key Ideas modules	Philosophy Options	English Advanced Options	Philosophy Research-Led Taught Modules	
The Age of Extremes: twentieth Century British and Irish Literature	TBC but indicative list can be found:	TBC but modules we are approving now:	Indicative:	Indicative:	TBC but indicative list can be found:	Indicative:	
American Literature from the First World War to the End of Empire	https://www.york.ac.uk/english/students/module-catalogue/topic-modules/second-year-topic-modules/	The Anglo-Saxon World Image	Applied Ethics	Darwin and Human Nature (L)	https://www.york.ac.uk/english/students/module-catalogue/special-modules/	Contemporary Moral Theory	
Victorians: British Literature 1832 - 1901		Camus	Ethical Theory	Paradoxes (L)		German Idealism: Moral, Legal, and Political Philosophy	
The Shock of the New: Medieval Literature		Dante	History of Ethics	Philosophy in the Muslim World (L)		Metaphysics of Mind	
The Renaissance		Eros - The Literature and Philosophy of Love	Feminist Philosophy	Philosophy of Time (L)		Personal Identity	
Inventing Britain, 1700 - 1830		The European Avant-Garde	Philosophy of Art	Chinese Philosophy (R)		Philosophy of Art from Hume to Tolstoy	
		Garcia Lorca	Intermediate Logic	Effective Altruism (R)		Philosophy of Christianity	
		Introduction to Greek and Latin Literature	Metaphysics	God and Morality (R)		Philosophy of Physics	
		Muslim Translations of Britain	Philosophy of Language	Reading Kierkegaard (R)		Topics in Indian Philosophy	
		Old Norse Literature	Philosophy of Mind	Seeing Dark Things (R)		Consciousness	
			Philosophy of Religion	Social and Political Epistemology (R)		Contemporary Issues in Bioethics	
			Philosophy of Science			Foundations of Mathematics	

			Hume			Heidegger	
			Kant			Philosophy of Action	
			Spinoza and Leibniz			Philosophy of Emotions	
			History of Analytic Philosophy			Philosophy of Film	
			Nietzsche			Pragmatism	
						The Value and Meaning of Life	

Management and Admissions Information								
This document applies to students who commenced the programme(s) in:						2017/18		
Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.								
Certificate of Higher Education (Level 4/Certificate)Generic Diploma of Higher Education (Level 5/Intermediate)Generic								
Admissions Criteria								
TYPICAL OFFERS A levels AAA or A*AB with minimum A in English for Q300 AAA for QV31 AAB for QV33, QV35, QL32 and QQ31								
Length and status of the programme(s) and mode(s) of study								
Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BA (Hons) in English and Philosophy	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a
Language(s) of study								
English.								
Language(s) of assessment								
English.								
Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)								
Is the programme recognised or accredited by a PSRB								
Please Select Y/N: No		if No move to next Section if Yes complete the following questions						
Name of PSRB								
Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)								

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:

if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded
from Placement Year?

If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N:	No	
Additional information		
Transfers out of or into the programme		
ii) Transfers into the programme will be possible? (please select Y/N)		
Additional details:		
ii) Transfers out of the programme will be possible? (please select Y/N)		
Additional details:		
Exceptions to University Award Regulations approved by University Teaching Committee		
Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved	
Date on which this programme information was updated:		
25/05/2017		
<p>Please note:</p> <p>The information above provides a concise summary of the main features of the programme and the 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.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>		
Programme Map		
Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.		

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module	Programme Learning Outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		Read philosophical and literary texts with close critical attention, clearly explaining and interpreting them and their relations to the issues, traditions and periods in which they participate, and synthesizing information from secondary sources	Develop and articulate arguments for alternative solutions to key philosophical problems in an open-minded and imaginative way, by presenting the best case that can be made for each proposal and advancing a reasoned judgement about the best solution	Analyse the power of language, rhetoric and narrative and the influence they have upon cultural, political, and ethical issues, using this awareness better to understand the world and influence others	Exercise and continually develop their independent thought and critical judgement by interrogating their own underlying assumptions and identifying strengths and weaknesses, refining their critical engagement with arguments and texts in the light of self-reflection, peer review, and advice and feedback from others	Engage analytically with contemporary social, political and ethical problems and issues of value, and display a critical awareness of cultural diversity informed by knowledge of the literatures of different varieties of English or other European languages, so developing the ability to operate in complex global and multicultural contexts	Engage productively in critical discussion and debate, and therefore work effectively in collaboration with others, by cultivating advanced oral communication skills	Influence people by writing clearly, accurately and persuasively, articulating ideas and presenting systematic, logical arguments to support measured judgements, and doing so in lucid and accessible terms, to a deadline and to a professional standard	Move confidently between the methods and practices of the disciplines of English and Philosophy, rigorously applying the skills appropriate to a given context whilst maintaining a creative, intellectually independent alertness to the relevance of alternative ways of thinking and the insight they can afford

English 1	Approaches to Literature I	Progress towards PLO	Students are introduced to key primary texts from the eighteenth century to the modern period, and selected secondary sources.		Students are introduced to a range of historical and cultural contexts.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	Students are introduced to different cultural perspectives and historical varieties of English through a range of texts.	Students will be begin to develop the oral skills required for critical discussion and debate in response to their reading.	Students will begin to develop their writing skills.	Students develop a sense of a cultural history informing both literature and philosophy.
		By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 short (1500-word) essays.		Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students apply analysis to topics for 2 short (1500-word) essays.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topics, plan essays, and construct arguments which respond to their reading.	Work: Students engage with historical varieties of English and culture (C18 - modern) through reading, lectures, and workshop activities. Assessment: 2 short (1500-word) essays ask students to respond to these varieties of English, and to consider the relationship between text and context.	Work: Students participate in group discussion and activities. Assessment: Group discussion informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to produce 2 short (1500-word) essays.	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 short (1500-word) essays.

English 1	Approaches to Literature II	Progress towards PLO	Students are introduced to key primary texts from the medieval and early modern periods, and selected secondary sources.		Students are introduced to a range of more remote historical and cultural contexts.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	Students are introduced to more chronologically distant cultural perspectives and historical varieties of English through a range of texts.	Students will be begin to develop the oral skills required for critical discussion and debate in response to their reading.	Students will begin to develop their writing skills.	Students develop a sense of a cultural history informing both literature and philosophy.
		By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 written tasks, the first of which is a 1000-word close analysis of a medieval primary text, followed by a longer (2000-word) essay, which builds on the close-reading task and critical skills developed in term 1.		Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students closely analyse the affective power of language in their 1000-word writing task, then develop these analytical skills in an argument for the 2000-word essay.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topic, plan an essay, and construct an argument which responds to their reading.	Work: Students engage with historical varieties of English and culture (medieval to early modern) through reading, lectures, and workshop activities. Assessment: 2 written tasks ask students to respond to these varieties of English, and the 2000-word essay requires them to consider the relationship between text and context.	Work: Students participate in group discussion and activities. Assessment: Group discussion informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to complete the 2 summative writing tasks.	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 written tasks, the first of which is a 1000-word close analysis of a medieval primary text, followed by a longer (2000-word) essay, which builds on the close-reading task and critical skills developed in term 1.

English 1	Key Concepts	Progress towards PLO	Students are introduced to a range of key literary terms, concepts and theoretical approaches, as well as a range of literary genres.		Students are introduced to the ways in which critical tools can help them to understand language's social and political impact.	Students are introduced to the process of writing and revision for university-level essays, and will begin to develop their own critical voice.	Students will be introduced to theories of multiculturalism and cultural diversity.	Students are introduced to the practice of peer review and feedback, and will begin to develop a vocabulary of critiquing their own and others' writing.	Students are trained to apply principles of effective writing practice, and to the demands of academic essays and other forms.	Students gain familiarity with theoretical ideas within literary theory, many of which involve philosophical issues.
		By working on (and if applicable, assessed through)	Work: Students read foundational theoretical texts, supported by lectures. Assessment: Students respond to and interpret these texts in a written portfolio and 2-hour closed exam.		Work: Students analyse and discuss literature's cultural and political impact, in relation to theoretical concepts, and refine the effectiveness of their own language in a variety of writing tasks. Assessment: Students apply this analysis and awareness in a written portfolio and 2-hour closed exam.	Work: Students will engage in fortnightly writing workshops and guided independent practice. Assessment: Students will draw on self-reflection, peer and tutor feedback, and revision skills, in order to develop a portfolio which reflects the writing and revision process.	Work: Students engage with theories of diversity through primary reading and lectures. Assessment: Students will apply an awareness of diversity in their written portfolio and a 2-hour closed exam.	Work: Students will engage in the peer review process, and begin to develop oral skills in fortnightly writing workshops. Assessment: Revision and peer-review informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.	Work: Students will practice clear and accurate writing for regular deadlines in fortnightly writing workshops. Assessment: Students will demonstrate writing skills, both through a portfolio of writing and revision and in a 2-hour closed exam.	Work: Students read foundational theoretical texts, supported by lectures. Assessment: Students respond to and interpret these texts in a written portfolio and 2-hour closed exam.

Philosophy 1 [NOTE: For details of Philosophy assessments, please see the associated document 'Assessment in Single Subject Philosophy'.]	Beginning Philosophy	Progress towards PLO	By attending and engaging with 'taster' lectures on a wide variety of philosophical topics, students will develop a basic understanding of a range of problems and approaches in 'applied' and 'theoretical' philosophy and its history.	By engaging with lectures and researching an essay on a chosen topic from the 'taster' lectures, students will develop awareness of some different solutions to and approaches to solving philosophical problems. By writing an essay on a chosen topic from the 'taster' lectures, students will develop their argumentation skills, their ability to select relevant material for discussion, and their ability to present a coherent line of argument to a definite conclusion in writing. By completing the Critical Thinking element of the online module material, students will develop their ability to argue and assess arguments.	Depending upon which topics are the subjects of 'taster' lectures, by attending and engaging with 'taster' lectures, students will think about philosophical problems in moral and political philosophy, aesthetics, normative epistemology and the history of philosophy which raise, or are immediately, issues of value, and will approach them with the tools of philosophical analysis and reflection.	KEY: By working through the online tutorials, students will think about what is distinctive and new to them about university level study of philosophy (e.g. the way in which a successful essay is one which presents a sustained line of argument, rather than a selection of disparate considerations), and what they need to do in order to write well and engage appropriately with the course material. By reading, reflecting upon and perhaps talking about the feedback provided on their essay, students will develop strategies for overcoming problems with their written work, and be aware of what they do well and where there is room for improvement.	Depending upon which topics are the subjects of 'taster' lectures, by attending and engaging with 'taster' lectures, students will think about various issues which arise out of or are discussed in connection with cultures very different from the various cultures from which they come, and about the elements of those cultures which are most relevant to the framing and discussion of those issues.	By working independently on the online elements of the module, fitting in their work around other commitments to complete it not only by the deadline but also to ensure that relevant elements are completed at appropriate times (e.g. completing Writing Skills before submitting their first essays), students will develop their ability to prioritise and self-motivate.		By engaging with foundational philosophical problems in a historical context, students develop an awareness of the larger cultural connections informing that history
	Early Modern Philosophy	Progress towards PLO	By engaging in close reading of	By examining the different		By reflecting on seminars	By engaging with the work of	By engaging in study where the	By presenting their responses to the	By engaging with

	Philosophy B	PLO	close reading of some carefully selected texts from the Early Modern period (including pieces by figures like Descartes and Malebranche) which debate key questions, and by participating in extended seminar discussions of these texts, students will be able to understand and explain some key debates about the nature of the world and our experience and knowledge of it	different responses to philosophical questions presented by opposed seminar readings and responding to seminar guidance and feedback, and by preparing a summative essay, students will develop their ability to identify and characterize solutions, to identify and describe key arguments in the work of others, to make a judgement on what is the best response to a philosophical puzzle		seminar discussions and other feedback on their work, students will be able to identify some key strengths and weaknesses in their capacities and seek help for improvement on that basis	the work of philosophers from a different period with different scientific and religious views (and making appropriate use of secondary and contextualizing material), students will be able to demonstrate some sensitivity to cultural and historical context in understanding the work and ideas of others	study where the emphasis is on seminar preparation and discussion involving primary texts, students will develop their abilities to work effectively in an independent way and engage in close reading to develop understanding By engaging in extended seminar discussions, students will develop their ability to engage in fruitful philosophical discussion with others—making clear, concise, and relevant contributions, and listening carefully to others	responses to the texts in extended seminar discussions, students will develop their ability to express themselves orally; by preparing for seminars and producing written assessments, students will develop their ability to express themselves in writing	foundational philosophical problems in a historical context, students develop an awareness of the larger cultural connections informing that history
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Stage 1	Reason and Argument B		By working to express claims and arguments expressed in natural language in logical terms, students will acquire the basic logical literacy (abilities with concepts, terminology, and notation of logic) required for understanding philosophical texts and discussions in the remainder of the programme	By tackling puzzles and problems concerning the meaning of and logical relations between claims, students will develop their abilities to produce candidate solutions and to select the best solution on a reasoned basis	By tackling puzzles and problems concerning the meaning of and logical relations between claims, students will be able to demonstrate a critical awareness of the workings of language—e.g. in relation to (a) forms of ambiguity and (b) the distinction between what a speaker succeeds in conveying by using words on a particular occasion, and what those words mean	By tackling puzzles and problems concerning the meaning of and logical relations between claims, students will come to be able to apply the concepts and techniques of logic to clarify, articulate, and evaluate arguments in a systematic way		By discussing and evaluating answers to set questions in seminars, students will develop their abilities to communicate orally and to collaborate in seeking solutions to problems		
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Stage 1										
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Philosophy 1	Ethics	Progress towards PLO	<p>By thinking about and discussing both 'theoretical' and 'applied' issues in moral philosophy, stimulated by ideas from carefully selected historical texts and recent work in the field, students will be able to engage with (debate and deliberate about) at least some of the most important ideas in a range of fundamental debates in Ethics and the structure and content of some key arguments employed to defend various views in those debates; and students will also develop and demonstrate their ability to explain these things to others in discussion</p> <p>By writing essays on selected issues covered in the course and reflecting on feedback given, students will improve their ability to explain these issues in writing</p>	<p>KEY: By reading about and being introduced to systematic and logical arguments in moral philosophy (including theoretical ones about, e.g., the metaphysical status of moral truths, and applied ones about, e.g., the moral limits of markets) and reflecting on the structure, strengths and weaknesses of those arguments, students will develop their ability to assess ideas in relation to the arguments which might be used to support them, and become more familiar with a range of argumentative strategies which might be employed by them in novel ways</p> <p>By discussing these arguments in seminars and in writing, students will develop their ability to articulate arguments in a precise and perspicuous way, highlighting what is most contentious and most important</p>	<p>KEY: By studying and forming ideas about a range of moral issues, paying particular attention to the arguments and considerations which count in favour of and against particular views, students will ask and answer questions for themselves about what is valuable and what ought to be done, and about how we ought to think about those questions and how progress might be made in answering them</p>	<p>By noting the responses of their tutors and colleagues in seminar work, students will develop their ability to correct their understandings and modify their practice in response to constructive criticism</p> <p>By reflecting upon the written feedback they receive on their written formative and summative work, and discussing their formative feedback with their seminar tutors in dedicated 'feedback tutorials', students will understand ways in which both their ideas and arguments and their subject-specific writing can be improved (as well as their writing more generally, if improvement here is needed)</p>	<p>KEY: By understanding the particular moral and theological presuppositions behind some of the views discussed (e.g. in the discussion of divine command theory, and the discussion of abortion), and manifesting this understanding in their discussions and writing, students will be able to understand the ways in which certain moral issues are treated in different cultural contexts, and they will develop their ability to explain this and respond appropriately in discussion and writing</p>	<p>By preparing for lectures and seminars by reading set texts and making notes detailing key points and questions (both clarificatory and critical) which arise from that reading, students will develop their capacity to work in a focused way under self-direction, highlighting aspects of their work with which they need further help</p> <p>By participating in seminar discussion of sometimes contentious and/or difficult moral issues, students will learn to articulate their views clearly and sensitively, respect and respond critically but appropriately to others' ideas, and take advantage of the understanding and ideas others have</p> <p>By preparing for the closed exam, students will develop their ability to form a rounded understanding of a topic area which can be deployed flexibly to address a newly-presented question</p>	<p>By studying philosophical approaches to ethical questions, students acquire a contrasting frame of reference to literary explorations of ethics.</p>
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Philosophy 1	Introduction to Ancient Philosophy	Progress towards PLO	By reading Ancient Greek texts (in English translation) with support from lectures and seminar guidance notes, students will develop understanding of some key problems, issues, and debates.	By studying the texts, and preparing for and engaging in seminar discussions, students will develop their ability to identify and distinguish proposed solutions and interpretations, to critically assess arguments presented, and form a judgement on a particular issue based on evidence; by preparing and writing formative and summative work, students will develop their ability to articulate arguments outlined in the module materials and evaluate these arguments critically.		By reflecting on seminar discussions and feedback on other formative work, and by making use of feedback and advice sessions, students will develop their ability to identify their strengths and weaknesses and seek help in making improvements	By engaging critically with a work written more than 2,000 years ago, by participating in seminar activities, and by using secondary materials, students will learn to evaluate arguments in a historically sensitive way	By engaging in regular seminar preparation involving guided reading, students will acquire basic strategies for approaching philosophical texts in a way which assists understanding and evaluation—e.g. identifying key claims and arguments By participating in seminar discussions guided by a seminar tutor, students will develop their abilities to present answers to study questions orally and to engage with the contributions of others	By participating in and preparing for seminars, students will develop their ability to state key ideas and arguments orally; by preparing for seminars and producing written assessments, students will develop their ability to express themselves in writing	
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English 2	Intermediate Option Module	Progress towards PLO	Students will build on knowledge of historical contexts and critical skills gained in Year 1 Approaches modules, focussing on texts from a particular historical period.		Students will build on knowledge and critical skills gained in Year 1 Approaches modules, focussing on cultural and political contexts of a particular historical period.	Students will further develop independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	Students will develop their understanding of cultural diversity by engaging with a diverse range of texts and perspectives from different historical periods.	Students will further develop the oral skills required for critical discussion and debate, in response to their reading.	Students will further develop their writing skills.	Students will further enrich their understanding of the cultural and intellectual history informing both literature and philosophy.
		By working on (and if applicable, assessed through)	Work: Students explore texts from a particular historical period, supported by lectures and small-group discussion. Assessment: Students critique and interpret these texts, with reference to the historical period and tradition in which they were produced, both in a 1000-word research/textual analysis and substantial (2500-word) essay.		Work: Students analyse a core set of historical texts, supported by broad secondary reading and lectures. Assessment: Students closely analyse texts' historical specificity and cultural impact in a short (1000-word) research/textual analysis, which will inform work for a substantial (2500-word) essay.	Work and assessment: Students devise their own essay topics, planning essays, and constructing arguments which respond to their reading for a short (1000-word) research/textual analysis and substantial (2500-word) essay.	Work: Students build their awareness of historical cultural diversity and varieties of English. Assessment: Students demonstrate this awareness in a short (1000-word) research/textual analysis and a substantial (2500-word) essay.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations. Assessment: Oral communication skills will be assessed through a seminar participation mark (10%).	Work and assessment: Students continue to develop their writing and time management skills, conveying increasingly complex ideas and responding to feedback in a short (1000-word) research/textual analysis and a substantial (2500-word) essay.	Work: Students explore texts from a particular historical period, supported by lectures and small-group discussion. Assessment: Students critique and interpret these texts, with reference to the historical period and tradition in which they were produced, both in a 1000-word research/textual analysis and substantial (2500-word) essay.

English 2	World Literature Module	Progress towards PLO	Students will build on knowledge of non-Anglophone literatures gained in Year 1 World of Literature modules, focussing on texts from a specific language and/or culture.		Students will build on their understanding of approaches to translation gained in Year 1 World of Literature modules, as well as developing (where relevant) skills in a language other than English.	Students will further develop independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	Students will develop their understanding of non-Anglophone literatures and cultures.	Students will further develop the oral skills required for critical discussion and debate, in response to their reading.	Students will further develop their writing skills.	Students will enlarge the scope of their cultural knowledge and the different traditions of thought across cultures.
		By working on (and if applicable, assessed through)	Work: Students explore a set of core texts originally written in languages other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students will critique and interpret these texts in a substantial (2500-word) essay and 2-hour exam, which includes a specific question on language issues.		Work: Students analyse a core set of texts from a language other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students closely analyse texts' linguistic specificity and cultural impact in a substantial (2500-word) essay and 2-hour exam.	Work: Students produce a short (1000-word) exploratory formative essay, in which they begin to develop well-structured, evidence-based arguments. Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students build their awareness of cultural and linguistic diversity, trialling ideas in a formative essay (1000 words). Assessment: Students demonstrate this awareness in a substantial (2500-word) essay and 2-hour exam.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations.	Work: Students develop their writing and time management skills, conveying increasingly complex ideas to produce a short (1000-word) exploratory formative essay. Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students explore a set of core texts originally written in languages other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students will critique and interpret these texts in a substantial (2500-word) essay and 2-hour exam, which includes a specific question on language issues.

English 2	Critical Practice	Progress towards PLO	Students will build on their understanding of theoretical approaches and concepts gained in the Year 1 Key Concepts module.		Students will build on their understanding of the way in which critical tools can help them to assess language's social and political impact.	Students will further develop their writing skills and critical voice.	Students will build on their understanding of theories of multiculturalism and cultural diversity.	Students will further develop the oral skills required for critical discussion and debate.	Students will develop their writing skills, with an emphasis on writing for both academic and non-academic audiences.	Students further develop their engagement with literary theoretical ideas, including an increasingly sophisticated awareness of the implicated philosophical ideas and traditions.
		By working on (and if applicable, assessed through)	Work: Students read more advanced theoretical texts, supported by lectures and workshops. Assessment: Students respond to and interpret these texts in a written portfolio for academic and non-academic audiences.		Work: Students analyse and discuss literature's cultural and political impact, in relation to more advanced theoretical concepts, and refine the effectiveness of their own language in a variety of writing tasks. Assessment: Students apply this analysis and awareness in a written portfolio for academic and non-academic audiences.	Work: Students will engage in workshops and guided independent practice. Assessment: Students will draw on self-reflection, peer and tutor feedback, and revision skills, in order to develop a writing portfolio for academic and non-academic audiences.	Work: Students engage with more advanced theories of diversity through primary reading and lectures and workshops. Assessment: Students will apply an awareness of diversity in their written portfolio for academic and non-academic audiences.	Work: Students will engage in peer review and continue to develop oral skills in workshops. Assessment: Workshop discussion helps develop oral skills, which are summatively assessed in term 3.	Work: Students will practice clear and accurate writing for regular deadlines across the year, with a focus on writing for different (lay and expert) audiences. Assessment: Students will further develop their writing skills, producing a portfolio of writing for academic and non-academic audiences.	Work: Students read more advanced theoretical texts, supported by lectures and workshops. Assessment: Students respond to and interpret these texts in a written portfolio for academic and non-academic audiences.

English 2	Intermediate Topic Module	Progress towards PLO	Students will pursue to a specific topic of study, focused on a range of primary texts and secondary sources.		Students will examine relevant historical and cultural contexts.	Students will devise and manage a collaborative research project and presentation.		Students will prepare and deliver a collaborate research presentation, demonstrating written and digital proficiency.	Students will prepare and deliver a collaborate research presentation, demonstrating written and digital proficiency.	
		By working on (and if applicable, assessed through)	Work: Students explore texts related to a complex topic, supported by lectures and group discussion. Assessment: Students critique and interpret texts for a collaborative research presentation.		Work: Students analyse a wide range of primary texts, supported by selected secondary reading and lectures. Assessment: Students will demonstrate an informed understanding of language and narrative's impact, both in their textual analysis and their performance in a collaborative research presentation.	Work and assessment: Students will devise and manage an original, argument-based, collaborative research project and presentation.		Work and assessment: Students will manage communication for a group research process, working collaboratively on a project which showcases more advanced oral, digital, and presentation skills.	Work and assessment: Students will manage a team research schedule in order to write and deliver a collaborative research presentation addressed to both lay and expert audiences.	

Philosophy 2	Key Ideas Modules – Value Band	Progress towards PLO	<p>By studying a representative range of debates in the area addressed by the module, reading, dissecting, and discussing key texts, students will come to understand and be able to explain these debates, and apply their understanding in addressing novel problems</p> <p>By engaging with teaching across the module in preparation for the short-form exam element of assessment, students will develop their ability to form and deploy a broad view of a subject area</p>	<p>By considering, discussing, and comparing ranges of solutions presented in lectures, seminar materials, and additional readings, and trying to develop their own ideas, students will enhance their ability to identify potential solutions by extrapolation and analogy, their ability to construct and critically evaluate arguments, and their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses</p>	<p>By engaging in an extended consideration of questions of value, students will come to be able to apply philosophical methods and insights to contemporary problems</p>	<p>By reflecting on comments on their contributions to seminar discussions made by colleagues and tutors, students will develop their ability to amend their working methods and thinking in the light of constructive criticism</p> <p>By reflecting on feedback on their formative work, students will develop their ability to amend their written work in the light of constructive criticism</p>		<p>By engaging in a survey of the subject area addressed by the module, requiring engagement with linked lectures, regular reading from an extended reading list, and advance preparation for seminar discussions, students will develop their ability to schedule and execute a sustained investigation of difficult subject matter</p> <p>By engaging in seminar discussions and a variety of seminar activities, students will develop their ability to collaborate with others</p>	<p>By engaging in seminar discussions and preparing written assignments, students will improve their ability to express complex ideas clearly and precisely orally and in writing; by preparing for and taking the short-form exam, students will develop their ability to identify and express key points of a debate in clear and concise terms. By working to prepare an essay on a specific topic, students will develop their ability to present an extended discussion of a difficult issue</p>	<p>By developing an understanding of philosophical approaches to questions of value, students will be able to juxtapose these with explorations of value in literary terms.</p>
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Philosophy 2	Key Ideas Modules – Theoretical Philosophy Band	Progress towards PLO	As for Key Ideas Value Band, above	As for Key Ideas Value Band, above		As for Key Ideas Value Band, above		As for Key Ideas Value Band, above	As for Key Ideas Value Band, above	By developing an understanding of philosophical approaches to theoretical questions, students will be able to juxtapose these with their explorations of literary theory.
Philosophy 2	Key Ideas Modules – History of Philosophy Band	Progress towards PLO	As for Key Ideas Value Band, above, plus History of Philosophy Band Only: By undertaking an extended investigation into the thought of one philosopher or a group of philosophers, students will develop their ability to form, amend, and refine a detailed understanding of a body of philosophical work	As for Key Ideas Value Band, above	By engaging in an extended investigation into the work of a philosophers from a different historical period and/or cultural background, students will develop informed sensitivity to historical and/or cultural context in interpreting the work and ideas of others	As for Key Ideas Value Band, above		As for Key Ideas Value Band, above	As for Key Ideas Value Band, above	Students will be able to consolidate and enrich their understanding of the relations between philosophical and literary developments in historical context.

Philosophy 2	Second Year Option Module – Lecture Based	Progress towards PLO	By studying some specific and interrelated problems in a specialist area of philosophy, students will develop their ability to form a clear view of a topic which can be exploited to develop solutions	By investigating and discussing proposals presented in lectures and seminar readings, students will develop their ability to identify and articulate solutions, to construct and critically evaluate arguments, and to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		By reflecting on feedback on their formative work (including contributions to seminar discussions), students will develop their ability to amend their work in the light of constructive criticism		By engaging in seminar discussions, students will develop their ability to collaborate with others	By making notes in advance of seminars, engaging in seminar discussions, and producing written assignments, students will develop their ability to express themselves clearly and concisely	
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Philosophy 2	Second Year Option Module – Reading Group	Progress towards PLO	By approaching some specific and interrelated problems in a specialist area of philosophy primarily by independent reading and seminar discussions of primary texts, students will develop their ability to work independently to form a clear view of a topic which can be exploited to develop solutions	By forming their own views of proposals presented in primary texts and discussing their nature, relations, and possible elaboration in seminar reading groups, students will enhance their ability to articulate and develop solutions, to construct and critically evaluate arguments, and to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		By reflecting on feedback on their formative work (including contributions to seminar discussions) and by applying evaluative criteria to the primary texts they consider, students will develop their ability to amend work in the light of constructive criticism		By engaging in extended seminar discussions in which expository and clarificatory work must be completed without lecture back-up, students will develop their ability to collaborate with others in developing knowledge and understanding	By making notes in advance of seminars, engaging in extended seminar discussions, and producing written assignments, students will develop their ability to express themselves clearly and concisely	
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English 3	Advanced Option Module	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, and apply this to a specialist research-led subject.		Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced understanding of language's social and political impact.	Students will develop advanced thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	Students will consolidate the understanding of cultural diversity gained from previous modules, by engaging with a diverse range of texts and perspectives around a specialist research-led subject.	Students will develop the advanced oral skills required for critical discussion and debate, in response to their reading and research.	Students will develop advanced writing skills.	
		By working on (and if applicable, assessed through)	Work: Students will explore texts relating to a specialist research-led subject, trialling ideas in a formative essay (1000 words). Assessment: Students critique and interpret these texts in a long (3500-word) essay.		Work: Students will analyse a core set of texts relating to a specialist subject, trialling ideas in a formative essay (1000 words). Assessment: Students closely analyse texts in a long (3500-word) essay.	Work: Students produce a short (1000-word) exploratory formative essay, in which they develop well-structured, evidence-based arguments. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students will consolidate their understanding of cultural diversity in relation to a specialist subject. Assessment: Students demonstrate this awareness in a long (3500-word) essay.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations.	Work: Students will exercise writing and time management skills, conveying sophisticated ideas to produce a short (1000-word) exploratory formative essay. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	

Philosophy 3	Research-led Taught Module	Progress towards PLO	KEY: By tackling difficult philosophical issues, including some at the forefront of contemporary debate, students will gain detailed insight into contemporary philosophical questions and problems	KEY: By working on a cutting-edge topic and engaging with a tutor working on an area in which they research, students will develop and demonstrate their ability to make progress and identify solutions even where it's unclear in the first instance how to proceed; they will come to be able to analyse and generate sophisticated logical arguments; and be able to present a sustained and detailed case for a judgement based on careful weighing of arguments, objections, and responses		By critically evaluating philosophical work and reflecting on feedback from seminars and other formative opportunities, students will develop their ability to amend and enhance their practice as thinkers and learners		By pursuing an exploration of a difficult topic, involving work on an extended reading list and regular creative dialogue with their tutor and fellow students in seminar discussions, students will hone their abilities to work independently and in collaboration with others	KEY: By tackling difficult philosophical issues, including some at the forefront of contemporary debate, students will develop and demonstrate their ability to give insightful and detailed explanations of philosophical problems in clear and accessible terms	
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Bridge Module 3	Philosophy and Literature		By addressing a range of key issues in the philosophy of literature and literary theory, students will gain a rounded understanding of the interdisciplinary connections that define the scope of the English and Philosophy programme	By bringing to bear the methodology of philosophical analysis in the domain of literature and literary theory, students will achieve a fuller understanding of both the strengths and the discipline specificity of these skills.	By engaging with the power of language, rhetoric and narrative through the interdisciplinary lens of philosophy of literature and literary theory, students will achieve a strong and fundamental theoretical grasp upon the continuities between literary manifestations of these and their role in society at large.	By exploring the dialogue between disciplinary perspectives and methodologies in an interdisciplinary teaching context, students will critically confront the premises, horizons and values of competing arguments and perspectives.	By exploring fundamental assumptions about literature and its cultural value in a philosophical light, students will be prompted to relativize and contextualise cultural values and assumptions	By bringing together their skills in both disciplines in a seminar dialogue, students will bring their oral skills to their fullest development.	By conceiving, researching and writing an extended essay on an interdisciplinary question relating English and Philosophy, students will bring the development of their written communication skills to their highest level.	By engaging with questions of concern for both philosophy and literary study within an explicitly interdisciplinary environment, students will be able to draw together the threads of their experience of each discipline and gain an assured sense of the conceptual, methodological and topical interrelations between the two.
