

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
History and Philosophy			
Level of qualification			
Please select:			
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	History		
Other contributing Departments:	Philosophy		
Programme Leader			
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.			
Sabine Clarke and Barry Lee			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>Studying History and Philosophy will enable you to think through complex problems, both those that relate to fundamental questions about the nature of reality and human experience, and also those relating to the factors that have shaped historical events and transformations. History and Philosophy students are able to move from devising and evaluating solutions for discrete abstract problems to the assessment of the factors that have shaped real life situations. The study of Philosophy provides methods of analysis, and problem-solving techniques that deepen and extend historical enquiry while the study of History will allow you to understand the historical and cultural origins of theories. You will have a wide variety of modules to choose from in History, from the medieval to the modern period, and in Philosophy you will have the chance to study topics such as ethics, the nature of consciousness and metaphysics. This breadth of options will allow to you to learn how to creatively map the range of potential solutions to a problem and engage with the multiple perspectives that may exist on any event or issue. In this joint degree, you will develop the skills of critical thinking so you can interrogate texts and other forms of evidence, and also scrutinize ideas and principles that form the basis of the way we interpret the world, both now and in the past. You will be able to assess a range of potential solutions to problems and evaluate different types of evidence. You will be able to communicate your ideas clearly and make persuasive arguments. The study of History and Philosophy will help you undertake a project and tackle complex problems with confidence and intellectual independence. You joint expertise in History and Philosophy will provide you with insights into the origins of contemporary society while giving you the tools to analyse issues that arise in the modern world.</p>			
<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.</p>			
PLO	On successful completion of the programme, graduates will be able to:		
1	Communicate in-depth understandings of historical scholarship and a sophisticated appreciation of the use of analytical frameworks and concepts derived from philosophy in interpreting the past.		
2	Understand and explain key problems, issues, and debates across a range of areas of philosophy and its history—including some at the forefront of contemporary work – and apply this understanding to the resolution of new problems.		
3	Develop and articulate solutions to problems and puzzles, make an evaluation of the merits of different potential solutions and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument.		
4	Demonstrate versatility in their ability to interpret, evaluate and deploy a variety of information types, including digital resources, material culture, visual imagery, texts, databases and statistical information.		
5	Engage critically and constructively with the arguments and ideas of others, with an awareness of historical and cultural context, and make effective use of feedback and self-evaluation to extend their own skills and improve performance		

6	Convey ideas with clarity and precision and make sustained, original and persuasive arguments that utilise evidence and methodologies from history and philosophy.
7	Work effectively and productively as thinkers and learners, individually and in collaboration with others—planning and scheduling, seeking help where appropriate, initiating and pursuing projects, and working with others in the pursuit of knowledge and understanding
8	Engage as informed citizens with the political, cultural, social and ethical aspects of contemporary debates and issues by using insights gained through the study of past societies and ideas, theories and analytical methods from philosophy.
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 Outcomes Please 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?	
Joint Honours in History and Philosophy challenges students to develop high level critical skills, be able to devise solutions to complex problems and make eloquent and well substantiated arguments. The PLOs describe students who are critical readers able to master and interrogate large volumes of text, be astute interpreters of evidence, have excellent independent research skills and being fluent conveyers of argument. Graduates are resourceful, creative, flexible, and reflective thinkers, capable of tackling difficult problems in a rigorous and systematic way	
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:	
Students with joint honours in History and Philosophy have enormous intellectual independence - they are able to produce their own methods and approaches to tackling a range of different types of problems . They know how to use different types of data and textual information as resources. This ability to find solutions for themselves is highly advantageous. These students have great flexibility - they can move between the analysis of models, theories and real life situations and understand the importance of one for understanding the other.	
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)?	
Modules are supported with extensive online resources, including module outlines, lecture notes, seminar guidance, readings, and supplementary notes. Online submission is used regularly and some modules feature online assessments (e.g. Beginning Philosophy). Students use electronic search engines, databases and repositories of material such as government documents or oral history archives as part of their research and in their lectures and seminars across the course they develop skills in the evaluation of the reliability and utility of different types of online material. Students also present their work using software such as Powerpoint.	
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/	

Students with Joint Honours in History and Philosophy are capable of working without supervision, are able to plan and execute an investigation on their own and can develop solutions to problems independently. They are also skilled in team work as working in a group and resolving questions through listening and debating is one of the core activities of seminars. These students have an ability to understand and interrogate large amounts of information from texts and other sources. They are excellent communicators. They are skilled in interpreting and devising solutions to messy and open-ended problems.

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

Students have a personal supervisor who oversees academic progress and this supervisor will make recommendations to students if they receive notification from tutors that students require support or if a student identifies such a need themselves. The Disability Officer in the History department ensures that student needs are met in terms of teaching and learning.

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

The two departments have a Teaching committee that is responsible with the Chair of the Board of Studies for the development of the curriculum and the quality of teaching. The Chair of Teaching Committee attends fora and training sessions run by the university and liaises with the E-learning team. All History modules are scrutinized by the Teaching Committee, the department operates a system of peer support for teaching and all members of staff are required to respond to student feedback on courses. New members of staff are required to complete the PGCAP.

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:

Students are expected to work in increasingly sophisticated, complex, and autonomous ways as they progress through the programme. Progressively more difficult materials are addressed; the quantity of basic-level guidance and analysis provided by academic staff is reduced; and expectations of students rise. In Stage 1 students are provided with models of scholarly approaches including issues such as how historians deploy evidence. These models are in the texts they read, the lectures they attend and in the nature of tutor-led seminar interactions. In Stage one, tutors give examples and select secondary readings and primary evidence for students and model answers to problems.

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 2

On progression from the second year (Stage 2), students will be able to:

Global statement- As students move into Stage 3 they will increasingly choose relevant secondary and primary materials for themselves and receive less direction and intervention when they formulate their analysis. They are expected to tackle more difficult puzzles and materials and be more creative and ambitious in devising different solutions to problems. In general they will work with fewer interventions from their tutors and be able to apply skills and knowledge gained earlier on to new and unfamiliar problems. They will greater skill in the the application of theoretical approaches and models to real world problems.

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

BA History and Philosophy 2017/2018 Programme Design Document

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
<i>Individual statements</i>							

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
20	HIS00001C	Making Histories		S								E	A																			
10	PHI00001C	Beginning Philosophy		S																	A	EA										
10	PHI00006C	Reason and Argument B	S									E	A																			
10	PHI00002C	Early Modern Philosophy B		S								E	A																			
30	HIS00004C	From Rome to the Renaissance												S													E		A			
30	HIS00005C	Citizens, Comrades and Consumers												S												A		E		A		
10	HIS00002C	Thinking Through History												S													E			A		
20	PHI00007C	Ethics												S													E			A		
10	PHI00010C	Ancient Philosophy																							S			E		A		

www.york.ac.uk/history/undergraduate/courses/histories-and-contexts/	www.york.ac.uk/history/undergraduate/courses/explorations/	www.york.ac.uk/history/undergraduate/courses/special-subject/	https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module	https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module			
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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 a minimum A in History for V100 AAA/AAB for all other courses IB Diploma Programme 36 points including HL 6 in essential subjects (may vary for combined programmes) 35 points for VV13 and VV15 BTEC Extended Diploma DDD (may vary for combined programmes)								
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
History 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
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
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:	No	
Careers & Placements - 'With Placement Year' programmes		
<p>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).</p> <p>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.</p>		
Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
Study Abroad (including Year Abroad as an additional year and replacement year)		
<p>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.</p> <p>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</p>		

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

Please Select Y/N: Yes	
Additional information	
Transfers out of or into the programme	
ii) Transfers into the programme will be possible? (please select Y/N)	Yes
Additional details:	
Students may transfer into or out of the programme in accordance with University Regulations. Transfers will be dependent upon student numbers and available places.	
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes
Additional details:	
Students may transfer into or out of the programme in accordance with University Regulations. Transfers will be dependent upon student numbers and available places.	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Please detail any exceptions to University Award Regulations approved by UTC	
Date on which this programme information was updated:	
09/23/2018	
Please note:	
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.	
Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.	
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.	
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

			<p>Communicate in-depth understandings of historical scholarship and a sophisticated appreciation of the use of analytical frameworks and concepts derived from philosophy in interpreting the past.</p>	<p>Understand and explain key problems, issues, and debates across a range of areas of philosophy and its history—including some at the forefront of contemporary work – and apply this understanding to the resolution of new problems.</p>	<p>Develop and articulate solutions to problems and puzzles, make an evaluation of the merits of different potential solutions and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument.</p>	<p>Demonstrate versatility in their ability to interpret, evaluate and deploy a variety of information types, including digital resources, material culture, visual imagery, texts, databases and statistical information.</p>	<p>Engage critically and constructively with the arguments and ideas of others, with an awareness of historical and cultural context, and make effective use of feedback and self-evaluation to extend their own skills and improve performance</p>	<p>Convey ideas with clarity and precision and make sustained, original and persuasive arguments that utilise evidence and methodologies from history and philosophy.</p>	<p>Work effectively and productively as thinkers and learners, individually and in collaboration—with planning and scheduling, seeking help where appropriate, initiating and pursuing projects, and working with others in the pursuit of knowledge and understanding</p>	<p>Engage as informed citizens with the political, cultural, social and ethical aspects of contemporary debates and issues by using insights gained through the study of past societies and ideas, theories and analytical methods from philosophy.</p>
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ONE	Making histories	Progress towards PLO	Lectures, discussion groups and course readings will allow students to gain an introduction to the skills necessary for the study of history at degree level through both broad and focussed engagement with scholarship including an introduction to historiography. This course requires students to reflect upon the question - how is history made?			Students will see something of the variety of sources available to historians through a selection chosen by their lecturers, tutors and in the scholarship they read for the course	Students will debate the arguments of the scholarship they read in their seminar discussions and make comparisons between different arguments in the scholarship..	Students will be taught how to use the academic apparatus correctly and how to structure an argument in their writing. They will develop their skills in writing by producing an annotated bibliography, a group project and a case study.	Students will gain skills in time management and organisation. They will work independently on producing an annotated bibliography and case study and also collaboratively for a group project.	Students will begin to grasp the diversity of historical explanation and experience by looking at the different ways in which historians have interpreted the same event.
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	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 from 'applied' and 'theoretical' philosophy and its history.	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 from '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 in which they are expected to reach a definite conclusion about a philosophical issue in response to a particular question, students will develop their ability to select relevant material for discussion, and relevant points to make, and their ability to reach a conclusion which favours one view over others, for demonstrable reasons.	By writing an essay on a chosen topic from the 'taster' lectures, students will develop their argumentation skills 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.	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	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.
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	Reason and Argument B	Progress towards PLO		<p>KEY: 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</p> <p>KEY: By working to express claims and arguments expressed in natural language in logical terms</p>	<p>By tackling puzzles and problems concerning the meaning of and logical relations between claims, students will develop their abilities to produce candidate solutions</p>			<p>By discussing and evaluating answers to weekly set questions in seminars, students will develop their abilities to assemble and evaluate arguments and to express themselves orally</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 discussing and evaluating answers to weekly set questions in seminars, students will develop their abilities to collaborate in seeking solutions to problems</p>	
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	Early Modern philosophy	Progress towards PLO		<p>By engaging in 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</p>	<p>By examining the different responses to philosophical questions presented by opposed seminar readings and responding to seminar preparation guidance, students will develop their ability to identify and characterize solutions</p> <p>By producing responses to seminar guidance in relation to set readings and receiving feedback on these in seminar discussions, students will develop their ability to identify and describe key arguments in the work of others</p> <p>By engaging in and reflecting</p>		<p>By engaging with 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</p>	<p>By presenting their responses to the texts in extended seminar discussions, students will develop their ability to express themselves orally</p> <p>By preparing for seminars and producing written assessments, students will develop their ability to express themselves in writing</p>	<p>By engaging in 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</p> <p>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</p>	
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	Rome to Renaissance	Progress towards PLO	Through lectures, discussion groups and engagement with course readings students will gain broad understandings of key events, themes and historiographical issues in the scholarship focussed on the period 1400-1650			Students will gain insight into the utility of a range of different types of sources through the examples discussed in lectures and the evidence used in the scholarship.	Students will develop the ability to approach arguments and evidence critically through the discussions in seminars in which different historical interpretations are compared.	Students will write two formative essays and two assessed essays in which they will convey their own arguments. These will draw upon the readings and the seminar discussions.	Students will gain skills in executing a project and managing time effectively by organising their own workload of seminar preparation and essay writing. They will work in small groups in the seminars in order to formulate their responses to the literature.	Students will begin to grasp diversity of historical explanation and experience by making comparisons between different time periods and different historical interpretations and methodologies.

	Citizens, comrades and consumers	Progress towards PLO	Through lectures, discussion groups and reading historical scholarship, students will gain broad understandings of historical themes and events and the historiography that is concerned with these for the period 1650-present.			Students will gain insight into the utility of a range of different types of sources through the examples discussed in lectures and the evidence used in the scholarship	Students will develop the ability to approach arguments and evidence critically through the discussions in seminars in which different historical interpretations are compared.	Students will write two formative essays and two assessed essays in which they will convey their own arguments. These will draw upon the readings and the seminar discussions.	Students will gain skills in executing a project and managing time effectively by organising their own workload of seminar preparation and essay writing. They will work in small groups in the seminars in order to formulate their responses to	Students will begin to grasp diversity of historical explanation and experience by making comparisons between different time periods and different historical interpretations and methodologies.
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	Thinking through history one	Progress towards PLO	Through lectures and readings that present unfamiliar approaches to the study of history across long periods of time or large geographical areas students will have the opportunity to reflect upon the value of different approaches to the study of the past.			Students will gain insight into the utility of a range of different types of sources through the examples discussed in lectures and the evidence used in the scholarship	Students will be given a model of critical engagement in the lectures and develop their own critical abilities by responding to a question set by the tutors in a 2000 word essay/	Students will convey their understanding and make an argument in a 2000 word essay that uses evidence from the course readings.	Students will gain skills in time management by selecting readings for themselves and planning for an open exam.	This course has been created to focus attention on the use of comparisons between different times and different places and will encourage students to see history from more than one perspective.
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	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</p>	<p>By reading about and being introduced to a range of different views in each debate, and often a range of different approaches to the characterisation of and/or solution to the problems at issue, students will appreciate and be able to explain some of the range of solutions available</p> <p>By responding (in thought, discussion and writing) to these solutions in a critical way to make a judgement as to their merits, students will reflect upon the possible solutions in a creative and engaged way</p>			<p>By planning and writing an essay on selected issues which reaches its conclusion on the basis of argument and the presentation of reasons</p>	<p>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>
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	<p>Ancient Philosophy (10 Credits)</p>	<p>Progress towards PLO</p>		<p>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</p>	<p>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</p> <p>By discussing arguments from Ancient Greek philosophical texts in seminars and deciding on what to conclude from their essay discussions, students will develop their sensitivity to key features of the arguments considered, including validity and plausibility of premises</p>		<p>By engaging critically with 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</p>	<p>By participating in and preparing for seminars, students will develop their ability to state key ideas and arguments orally</p> <p>By writing and preparing formative and summative assessments, students will develop their ability to state key ideas and arguments in written form</p> <p>By preparing and writing formative and summative work, students will develop their ability to articulate arguments outlined in the module materials and consider these arguments critically</p>	<p>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</p>	<p>By preparing formative and summative assessments responding to the key themes of some key Ancient Greek philosophical texts, students will develop and demonstrate their ability to engage critically with social, political, cultural and ethical questions</p>
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<p>TWO</p>	<p>Histories and Contexts</p>	<p>Progress towards PLO</p>	<p>Students will build on the first year lecture courses with an exploration of historical scholarship and historiography focussed on one big theme or topic through lectures, discussion groups and course readings.</p>			<p>Through the lectures and readings students will see how historians place sources in context and construct research questions. They will practice these skills in writing an essay, receiving feedback and then writing a second essay.</p>	<p>Students will continue to develop a critical approach to arguments and evidence through discussion of the scholarship in groups, with interventions and by their tutors to help them develop deeper engagement. They will be encouraged to approach the scholarship critically in their written work.</p>	<p>Students will develop their expertise in conveying their ideas clearly and precisely and making argument based on evidence from secondary sources by writing two essays with feedback on the first one to help improve the second.</p>	<p>Students will use the experiences of Stage one to plan their time effectively and manage their workload of weekly readings and two essays. They will gain further experience in group working through the discussion groups.</p>	<p>Students will further develop their understandings of the diversity of historical explanation and experience</p>
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	Key Ideas	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 in seminar discussions and preparing written assignments, students will improve their ability to express complex ideas clearly and precisely orally and in writing</p> <p>By engaging with teaching</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</p> <p>By preparing a summative essay addressing a specific question in the area addressed by the module, students will develop their ability to arrive at a judgement on the best response to a difficult</p>		<p>By discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to, students will develop their ability to construct and critically evaluate arguments</p>	<p>By preparing a summative essay addressing a specific question in the area addressed by the module, students will develop their ability to convey judgements with regard to a difficult problem based on careful weighing of arguments, objections, and responses</p>	<p>By reflecting on comments on their contributions to seminar discussions and their writing 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>[FOR VALUE BAND ONLY] 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>
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	Explorations	Progress towards PLO	Through seminar discussions focussed on a selection of readings, students will study a discrete topic in depth and have a good appreciation of the various approaches to interpreting the past.			Through a focus on the use of evidence by historians in the seminars and the planning and execution of a group project, Students will develop the skills of identifying suitable evidence for themselves and analysing it in context.	Through seminar discussion of historical scholarship, and by debate with their peers, students will further refine their abilities to critique historical argument and evaluate evidence. They will formally present their evaluations in individual essay work and a group project.	Students will convey their ideas with increasing precision and sophistication and use primary evidence effectively to support an argument in their group project.	Students will work independently and also collaboratively on a project, organising their own programme of work and meeting deadlines.	By building on previous course they have done, making comparison and extending their understandings, students will further develop their understandings of the diversity of historical explanation and experience
	Discipline of History	Progress towards PLO	TBC							

	Philosophy Option	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 By preparing assessed work addressing specific questions in the area addressed by the module, students will develop their ability to arrive at a judgement on the best response to a difficult problem based on careful weighing of arguments, objections, and responses		By working independently and with seminar groups to identify and lay out the arguments in the texts studied and subject these to extended critical discussion, students will develop their ability to articulate and evaluate arguments	By making notes in advance of seminars, engaging in seminar discussions, and producing written assignments, students will develop their ability to express ideas and arguments clearly and concisely	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	
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Stage 3	Special Subject (History)	Progress towards PLO	Through seminar discussion focussed on primary and secondary sources, students will build on the knowledge gained through the Period topic, Histories and Contexts and Explorations modules in order to explore a topic in depth and apply an increasingly sophisticated appreciation of different approaches to interpreting the past.		Students will have high level skills in evaluating argument and evidence presented in the readings and the seminars.	Through the discussion of evidence in seminars and the writing of source analyses, students will develop high level skills in interpreting primary sources, and understanding sources in context	Through discussion and essay work students will be able to interrogate different forms of evidence and evaluate argument.	By writing a 2000 and 4000 word essay, gobbet answers and a short exam students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence. They will present their ideas verbally in a three hour seminar every week over two terms.	Students will be able to execute a programme of work independently and know how to extend their own knowledge and skills. They will work on small groups in the seminar.	This in depth exploration of a topic over the year will give students deep understandings of the diversity of historical explanation and experience
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	History dissertation	Progress towards PLO	Students will build on the knowledge gained through the Period topic, Histories and Contexts and Explorations modules in order to explore a topic of their own choosing in depth and develop a sophisticated appreciation of different approaches to interpreting the past. They will work independently with input from a supervisor to guide their understanding of the topic they choose.			Students will have high level skills in understanding sources and interrogating in context and will use digital search engines, archives and databases, as well as physical locations and materials in their research.	Through discussions with a supervisor students will develop high level skills in evaluating argument and evidence.	Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence in producing a 10,000 word dissertation. They will improve their abilities by producing a 3000 word draft for which they will receive extensive written feedback. They will receive verbal feedback in their dissertation meetings.	Students will demonstrate advanced skills in executing a project on their own. They will plan a timetable of work over the course of a year, carry out independent research and meet deadlines	Students will have deep understandings of the diversity of historical explanation and experience
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	Philosophy of History	Progress towards PLO	By bringing critical and analytical reflection to bear on the content and methods of historical study, students will deepen their understanding of what is involved in writing history, and in thinking historically.	By considering approaches to historiography and the nature of history, students will improve their understanding of some of the philosophical issues arising in these areas, and their ability to apply their work in philosophy to their studies of history.	By critically examining the work of philosophers concerned with issues in history, students will improve their ability to weigh up various approaches, and arrive at their own judgements about the strengths and weaknesses of these.			By participating in extended text-based seminar discussions, writing formative and summative essays and attending individual feedback tutorials, students will improve their written and spoken communication	Some philosophers of history (notably R. G. Collingwood) have emphasised the role of history in revealing human nature, and the necessity of a socially engaged philosophy. By considering these views, students will be encouraged to relate their own studies in both disciplines to vital current concerns.
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	Third year Philosophy Module	Progress towards PLO		By tackling difficult philosophical issues, including some at the forefront of contemporary debate, students will develop and demonstrate their ability to provide insightful and detailed explanations of philosophical problems in clear and accessible terms	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		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	By working to produce a substantial essay seeking to provide an answer to a challenging philosophical question, students will come to 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	
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	Advanced Module (Philosophy)	Progress towards PLO		By working independently on an advanced topic, students will develop and demonstrate their ability to come to an understanding of an issue which they can articulate in a clear and insightful way	By working independently to address a difficult problem, students will develop and demonstrate their ability to identify and develop solutions even where it's unclear in the first instance how to proceed		By working independently to engage with a high-level debate, students will develop and demonstrate their ability to analyse and generate sophisticated logical arguments	By working independently to produce a substantial essay seeking to provide an answer to a challenging philosophical question, students will test and extend their ability to present a sustained and detailed case for a judgement based on careful weighing of the arguments	By working to exploit the opportunity to receive feedback from their module supervisor on a substantial essay plan, students will develop and demonstrate their ability to make significant improvements in their work on the basis of a one-off package of detailed constructive criticism	
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