

## **BA History and Philosophy**

**UCAS code: VV15**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):  
Faculty of Arts and Humanities  
For students entering Part 1 in 2002  
Programme Director:  
Programme Adviser:  
Board of Studies:  
Accreditation:

The University of Reading  
The University of Reading  
History and Philosophy  
Programme length: 3 years  
Date of specification: October 2001  
Mr Roy Wolfe  
Dr D. Laven, Dr. E. Borg  
History and Philosophy  
Not Applicable

### **Summary of programme aims**

The History element of the syllabus aims to familiarise students with an extremely broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. It also enables students to pursue their own interests through independent study and a substantial dissertation. Using a variety of approaches to the study of history, students will develop the ability to analyse change over time, to understand the nature of causal relationships, and to handle comparative, cross-cultural and abstract concepts. Additionally, students will refine the following subject-based skills: the collection and synthesis of large quantities of information; the critical evaluation of primary and secondary sources; the making of well-crafted and substantial judgements, and engagement in debate on historical issues.

The Philosophy part of the programme aims to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. Students will be allowed to study in depth some aspects of Philosophy in which they have greater interest and alongside developing their aptitude for Philosophy, they will be encouraged to identify with a community of inquiry and their intellectual development will prepare them, where appropriate, for possible postgraduate study

The programme provides a supportive learning environment with full access to welfare, pastoral and careers support.

### **Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

History and Philosophy are disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Students are encouraged to defend and to challenge established positions through the collection, collation and analysis of substantial quantities of material, the rigour of argument, and effective communication and presentation. History also prompts an awareness of numeracy through chronology, periodisation, and basic quantification. The programme develops students' familiarity with information technology in the production and presentation of their work and, in History, develops their skills in using computers for the location and retrieval of bibliographic and source material, accessing sophisticated databases and exploiting the internet.

## Programme content

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part.

*Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.*

### Part 1 (three terms)

*Credits Level*

Joint honours History and Philosophy students must acquire a minimum of 20 credits and a maximum of 60 credits in each subject. Other credits, to 120 in total, to be acquired from modules listed in the Faculty Part 1 Handbook.

#### Modules in History

HS1APH	Approaches to History	20	C
HS1LMH	Landmarks in History	20	C
Optional module which may only be taken if the compulsory modules are also studied:			
HS1DSH	Directed Study in History	20	C

#### Modules in Philosophy

Mod Code	Module Title		
PP1MW1	Mind & World	20	C
PP1VV1	Values & Virtues	20	C
PP1MR1	Metaphysics & Religion	20	C

### Part 2 (three terms)

*Credits Level*

#### In History (60 credits)

Two Period modules from different groups and their corequisite skills modules must be taken from the following:

##### Period and Skill in Medieval History:

HS2PO1	Byzantine Empire 324-1453	20	I
HS2K01	Skills in Byzantine Empire 324-1453	10	I
HS2P02	Britain and Europe, c.550-c.750	20	I
HS2K02	Skills in Britain and Europe, c.550-750	10	I
HS2P03	The Medieval West 1050-1200	20	I
HS2K03	Skills in The Medieval West 1050-1200	10	I
HS2P04	England 1272-1485	20	I
HS2K04	Skills in England 1272-1485	10	I
HS2P05	Women in the Medieval and Renaissance Worlds: England and Europe, c.1100-c.1650	20	I
HS2K05	Skills in Women in the Medieval and Renaissance Worlds: England and Europe, c.1100-c.1650	10	I
HS2P06	End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	20	I
HS2K06	Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	10	I

##### Period and Skills in Early Modern History:

HS2P31	Europe 1450-1600: Government, Culture and Society	20	I
HS2K31	Skills in Europe 1450-1600: Government, Culture and Society	10	I
HS2P32	Britain in Europe, 1500-1707	20	I
HS2K32	Skills in Britain in Europe, 1500-1707	10	I
HS2P33	First Industrial Nation: Industrial Growth in Britain, 1560-1880	20	I
HS2K33	Skills in First Industrial Nation: Industrial Growth in Britain, 1560-1880	10	I
HS3P34	Change and Stability in Europe of the Old Regime, 1500-1800	20	I
HS2K34	Skills in Change and Stability in Europe of the Old Regime, 1500-1800	10	I
HS2P35	British History 1640-c.1800	20	I
HS2K35	Skills in British History 1640-c.1800	10	I
HS2P36	The Making of Early Modern Britain, 1450-1640	20	I
HS2K36	Skills in The Making of Early Modern Britain, 1450-1640	10	I
<b>Period and Skill in Modern History:</b>			
HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P62	Union and Disunion: The United States from Revolution to Reconstruction, 1763-1877	20	I
HS2K62	Skills in Union and Disunion: The United States from Revolution to Reconstruction, 1763-1877	10	I
HS2P63	Themes in the Social History of Europe 1789-1914	20	I
HS2K63	Skills in Themes in the Social History of Europe 1789-1914	10	I
HS2P64	Questions of Labour History, 1800-1939	20	I
HS2K64	Skills in Questions of Labour History, 1800-1939	10	I
HS2P65	Region, Nation and Global Power. The United states, 1865 to the Present Day	20	I
HS2K65	Skills in Region, Nation and Global Power. The United States, 1865 to the present day	10	I
HS2P66	Imperial Britain, 1815-1982	20	I
HS2K66	Skills in Imperial Britain, 1815-1982	10	I
HS2P67	A People and a Nation: A Social History of the United States, 1815-1945	20	I
HS2K67	Skills in A People and a Nation: A Social History of the United States, 1815-1945	10	I
HS2P68	Europe since 1870, The Fortunes of the Nation State	20	I
HS2K68	Skills in Europe since 1870, The Fortunes of the Nation State	10	I
HS2P69	Modern British History: The Changing Role of the State since 1870	20	I
HS2K69	Skills in Modern British History: The Changing Role of the State since 1870	10	I
HS2P70	American State and Society and the Wider World, 1890-1990	20	I
HS2K70	Skills in American State and Society and the Wider World, 1890-1990	10	I
HS2P71	Women in Society: a comparison of Britain and America from 1850	20	I
HS2K71	Skills in Women in Society: a comparison of Britain and America from 1850	10	I
HS2P72	The Development of Modern Britain: Town and Country since 1800	20	I
HS2K72	Skills in The Development of Modern Britain: Town and Country since 1800	10	I
HS2P73	The Poor and the Masses in Britain and France, 1789-1914	20	I
HS2K73	Skills in The Poor and the Masses in Britain and France, 1789-1914	10	I
HS2P74	Changing Perspectives in Irish History, 1801-1973	20	I
HS2K74	Skills in Changing Perspectives in Irish History, 1801-1973	10	I

HS2P75	An Historical Approach to British Rural Sociology	20	I
HS2K75	Skills in An Historical Approach to British Rural Sociology	10	I

### In Philosophy (60 credits)

Three modules to be taken from any below:

PP2L	Logic and Critical Thinking	20	I
PP2PA	Plato & Aristotle	20	I
PP2EMP	Early Modern Philosophy	20	I
PP2MP	Moral Philosophy	20	I
PP2TK	Theory of Knowledge	20	I
PP2MIN	Philosophy of Mind	20	I

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

### Part 3 (three terms)

*Credits Level*

In History, students choose a combination of two 20 credit Topic modules to make a total of 40 credits plus the dissertation of 20 credits, or, a Special Subject consisting of two corequisite modules of 20 credits each plus the dissertation of 20 credits.

### Topics

HS3T01	The Vikings	20	H
HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3T03	Art and Society in France and Italy in the High Middle Ages	20	H
HS3T04	German Imperial Age	20	H
HS3T05	The Medieval Town	20	H
HS3T06	Hundred Years War	20	H
HS3T07	The Church in England in the Middle Ages	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from the Peace of Lodi to the Battle of Lepanto	20	H
HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T12	English Rural Society, 1793-1914	20	H
HS3T13	The French Revolution	20	H
HS3T14	'Integrating America?' Immigrants in American Society, c.1815-1945	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	Green and Pleasant Land: The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T18	The 'New South': 1895-1940	20	H
HS3T19	Women in Britain, 1919-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and Resistance	20	H
HS3T21	The Nuremberg Trial and the Third Reich	20	H
HS3T22	Hidden History: The Intelligence Service and British Politics, 1911-1985	20	H
HS3T23	Popular Protest and Political Change in America, 1930-1980	20	H
HS3T24	Modern American Utopias	20	H
HS3R25	Medieval Magic and the Origins of the Witch-craze	20	H
HS3T26	The English Nobility 1500-1642	20	H
HS3T27	Women and Politics in England, 1485-1660	20	H
HS3T28	De Gaulle's France, 1890-1970	20	H

HS3T29	Labouring Women in the English Countryside, 1800-1870	20	H
HS3T30	Ireland and the English in the Middle Ages	20	H
HS3T31	From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945	20	H
HS3T33	The Weaker Sex? Women in Britain, 1850-1914	20	H
HS3T34	An Historical Approach to British Rural Sociology	20	H
HS3T35	Religion, Society and Politics in France, 1789-1914	20	H
TY2BH	Book History: from clay tablets to computer screens	20	I
IT207	Italian History and Society since 1945: Conflict, Consumerism and Change	20	I
IT314	The South since 1860: Images and Reality	20	H
FR207	France in the Age of Revolutions, 1750-1870	20	I
FR209	Five Wars and Three Republics: France 1870-1962	20	I
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H
CL3RM	Renaissance Medicine	20	H

### Special Subject (A & B):

A and B papers are co-requisites in all cases

HS3S01	Gregory of Tours and his World, A	20	H
HS3S51	Gregory of Tours and his World, B	20	H
HS3S02	The Crusader States in the Twelfth Century, A	20	H
HS3S52	The Crusader States in the Twelfth Century, B	20	H
HS3S03	The Reign of Richard II	20	H
HSES53	The Reign of Richard II, A & B	20	H
HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B	20	H
	H		
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HSES55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S07	Agriculture and Society in Early Modern England, A	20	H
HS3S57	Agriculture and Society in Early Modern England, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H
HS3S09	The American Revolution, A	20	H
HS3S59	The American Revolution, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H
HS3S11	Priests, Prelates and People: Religious Life in Nineteenth, Century France, A	20	H
HS3S61	Priests, Prelates and People: Religious Life in Nineteenth Century France, B	20	H

HS3S12	Intellectual and Cultural Revolution in Europe, 1880-1930, A	20	H
HS3S62	Intellectual and Cultural Revolution in Europe, 1880-1930, B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H
HS3S18	Sex and Society in Victorian Britain, B	20	H
HS3S19	The Countryside in English Culture, c. 1750-1939, A	20	H
HS3S69	The Countryside in English Culture, c.1750-1939, B	20	H
HS3HSD	Dissertation in History	20	H

**In Philosophy, 60 credits from the following optional units:**

PP3A1	Aesthetics 1	20	H
PP3A2	Aesthetics 2	20	H
PP3CM1	Contemporary Moral Theory 1	20	H
PP3CM2	Contemporary Moral Theory 2	20	H
PP3CP1	Contemporary Political Theory 1	20	H
PP3CP2	Contemporary Political Theory 2	20	H
PP3M1	Metaphysics 1	20	H
PP3M2	Metaphysics 2	20	H
PP3ME1	Modern European Philosophy 1	20	H
PP3ME2	Modern European Philosophy 2	20	H
PP3LN1	Philosophy of Language 1	20	H
PP3LN2	Philosophy of Language 2	20	H
PP3LW1	Philosophy of Law 1	20	H
PP3LW2	Philosophy of Law 2	20	H
PP3R1	Philosophy of Religion 1	20	H
PP3R2	Philosophy of Religion 2	20	H
PP3NS	Philosophy of Natural Science	20	H
PP3SS	Philosophy of Social Science	20	H

PP3W1	The Earlier Philosophy of Wittgenstein	20	H
PP3W2	The Later Philosophy of Wittgenstein	20	H
PP3COG	The Philosophy of Cognition	20	H
PP3KAN	The Philosophy of Kant	20	H

*One 20 credit module in Philosophy may be replaced by a module offered in any other School save the School of History.*

### **Progression requirements**

- (a) To proceed from Part 1 to Part 2 students should achieve an overall average of 40% in 120 credits taken in the examination, and at least 40% in 20 credits of History and in 20 credits of Philosophy. *nb, candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
- (b) To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination.
- (c) In both cases they should achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

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### **Summary of teaching and assessment**

In History, at Part 1, teaching is by lectures and seminars. At Parts 2 and 3, it is principally by seminars. The Part 3 Dissertation is supervised in a series of tutorials with an individual supervisor. Part 1 modules are assessed by examinations while modules in Parts 2 and 3 are assessed by a mixture of coursework and timed examination. The Part 2 Skills modules are assessed through portfolios of skills while the Dissertation is assessed both as coursework and through oral presentation. Teaching within Philosophy combines lectures, small group seminars and supervisions, with appropriate visual aids and course materials being provided throughout.

The conventions for classification are included in the Programme Handbooks but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

Grade C or better in Maths in GCSE; and achieved

UCAS Tariff: 3 A2 260pts. 3 A2 and 1 AS 280pts

International Baccalaureat: 30 to include 5 points in Maths

Irish Leaving Certificate: BBBC in 5 Higher Level subjects

Two AS grades are accepted in place of one A-Level

All applicants are considered on their individual merits and the School/Department may vary these requirements if it sees fit.

*Mature applicants.* Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

*International applicants.* Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor

before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the Admissions Secretary who will pass your query to an appropriate Admissions Tutor. The current Admissions Secretary is Mrs Elizabeth Berry who can be contacted by:

Telephone – 0118 931 8148

Email – [e.l.berry@reading.ac.uk](mailto:e.l.berry@reading.ac.uk)

Fax – 0118 931 6440

As well as by post.

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

In the School of History, students are provided with handbooks which outline the programme, provide guidance on study skills, and contain information on staff, facilities and sources of specialised help within the University. They are also available on the internet: <http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm>. Additional support is given through orientation sessions on module choices, the Independent Study and the Dissertation. Advice is also given by the Liaison Officer. There is full written feedback on essay work. Each module teacher gives personal guidance and feedback and sends termly reports on progress to personal Tutors for discussion with students. There is also a School Library which provides quiet study space, a photocopier and networked computers.

Within Philosophy, information and guidance is offered through the Part 1 Handbook, and the B.A. Course Handbook (covering Parts 2 and 3). There is also a Part 1 co-ordinator and an Honours Course co-ordinator who can be consulted on module choices within each part of the programme.

Liaison officers for both History and Philosophy coordinate the programme.

### **Career prospects**

Over the years students who have followed this programme have gone into jobs in both the public and private sectors. In the public sector, jobs include academic and academic related jobs (e.g. lectureships, administrative posts on research boards), and the civil service. In the private sector, recent jobs include working for computer firms and large finance and insurance companies. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the History and Philosophy graduate. Furthermore, a survey by the Royal Institute of Philosophy found that graduates with British Philosophy degrees consider their degree course to have been very relevant to their jobs, and report a very high level of job satisfaction

### **Opportunities for study abroad or for placements**

There are no opportunities for study abroad during this degree programme.



## Educational aims of the programme

The History component develops the student's knowledge of events, structures, and historical agents or actors and a critical awareness of the variety of ways in which the past has been interpreted in historical writing. The programme aims to provide a solid framework for exploring the broad sweep of post-classical history and the complex interplay between cause and effect in the historical process.

The central objective of the Philosophy component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of philosophy. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. The broad sweep of post-classical history and its principal divisions;</li><li>2. A range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation;</li><li>3. The contextualisation of forces, events, and individual experiences in the historical process;</li><li>4. The nature and variety of historical sources as defined by period and culture;</li><li>5. The nature of debate and dispute in historical writing;</li><li>6. Key historical aspects of Philosophy;</li><li>7. An appreciation of philosophical ideas and approaches;</li><li>8. Awareness of philosophical terms and concepts;</li><li>9. Awareness of current research in the field and its direction.</li></ol>	<p><b>Teaching/learning methods and strategies</b> Lectures are used throughout the programme but, especially, during Part 1. Supervisor-led small group discussions, and seminar groups with facilitators are employed in each Part. Particular emphasis is placed on independent study as the programme progresses. This is exemplified by the Dissertation in Part 3 of the degree.</p> <p><i>Assessment</i></p> <p>Assessment is by coursework, written examinations that are both seen and unseen, portfolios of work, seminar presentations, and an independently researched dissertation which is partly assessed by oral presentation..</p>
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### *Skills and other attributes*

#### **B. Intellectual skills – able to:**

1. Critically read, comprehend and evaluate a large range of historical and philosophical texts;
2. Negotiate both primary and second sources and be able to demonstrate how they inter-relate;
3. Synthesise information from a range of sources, providing a coherent overview of positions in logical space;
4. analyse the logical construction of arguments;
5. produce and defend positions in response to critical pressure;
6. Develop creative intelligence in independent research and interpretation.

#### **Teaching/learning methods and strategies**

As above, plus: self-directed learning facilitated through the use of research-based teaching materials and methods, and logical exercises. Through essay, portfolio, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. Students' abilities to negotiate primary and secondary sources in History are developed, in particular, through supervised exercises in Periods and the Special Subject.

#### *Assessment*

Coursework; written unseen and seen exams; seminar presentations. Plus discussion in supervisor-led small groups and seminars. Logical exercises will also be evaluated in the Logic & Critical Thinking module.

#### **C. Practical skills – able to:**

1. Develop and carry out individual research programmes and strategies;
2. Locate and synthesise large quantities of material;
3. present a coherent talk delivered from notes;
4. produce concise and accurate written reports;
5. critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own;
6. utilise problem-solving skills.

#### **Teaching/learning methods and strategies**

These are developed through the deployment of seminar classes and essay assignments. Oral presentation also constitutes a percentage of the assessment of the dissertation. In History, the Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

#### *Assessment*

Coursework; written unseen exams; seminar presentations; the dissertation.

**D. Transferable skills – able to:**

- manage time effectively and prioritise workloads;
- communicate effectively with a wide range of individuals using a wide range of means;
- evaluate his/her own performance, and recognise the steps required for improvement;
- Utilise problem-solving skills in a variety of theoretical and more practical situations;
- IT skills, e.g. word processing, e-mail and the internet.

**Teaching/learning methods and strategies**

The learning of IT is encouraged through web site searches, use of library resources, and the presentation of word processed documents. Oral presentations are required at several points in the programme. Good time management is essential to organising a timetable to complete essays and project work.

*Assessment*

Assessment is through the production of essays and project work, written unseen examinations and, in Philosophy, seminar presentations.

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.