

Approved on

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award	BA (Hons)
Title of programme(s)	History and Philosophy
Subsidiary award(s)	CertHE History and Philosophy; DipHE History and Philosophy, BA History and Philosophy (fall-back awards only)
Duration and mode of study	3 years full-time
Start date	September 2015
Periodic review next due	AY 2018/19
UCAS course code & code name	3W2A hisphil
Delivery venue	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
(from the student's perspective)

This programme is designed to build on your enthusiasm for asking questions about the world and challenging received opinions. Through the ages, historians and philosophers have grappled with questions of who we are, what we should do and why. These questions are not abstract, but often appear as urgent aspects of our daily lives. 'Is my sense of personal identity something I was born with or something I acquired from the society I grew up in?' 'Should we apologise and make amends for historical injustices our society committed in the past?'

The programme helps you find and analyse knowledge in a thorough and professional manner and produce new knowledge in creative new ways. Our inter-connected and multicultural world needs new answers and we need to learn how to create them as well as evaluate or challenge the answers others come up with. It is about developing clarity and a confident ability to work with these big open-ended questions and also offering the opportunity for employers to recognise the value of graduates who learn, understand, challenge and create.

Modules at each level continue from previous study, affirming skills learned and preparing for the skills required in the following year's study. This helps you develop confidence in inquiry, analysis and presentation. Study skills and research methods are explained and you will incorporate these

into the design and execution of your own research projects, culminating in a major final-year dissertation on a topic of your choice. The learning and teaching is specifically structured to allow you to become a graduate capable of producing new insights and responses as well as recovering and re-presenting previous insights.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of their History and Philosophy programme, students will have provided evidence demonstrating the following:-

Knowledge and Understanding

- K1 Knowledge of the past:** an awareness of a map of past events into which they are able to integrate future studies and an awareness of continuity and change over extended time-spans and across different societies and cultures;
- K2 British and non-British events:** an in-depth knowledge of particular aspects of the past, both British and non-British;
- K3 Evaluation of different approaches to the past:** an ability to recognise different approaches to history and have the confidence and flexibility to them with application to appropriate scholarly resources and evidence;
- K4 Philosophical tools:** detailed knowledge and understanding of a wide range of questions, positions, concepts and methods utilised in philosophy and ethics, along with an understanding of how to apply them appropriately and purposefully within new contexts;
- K5 History of philosophy:** detailed knowledge of a wide range of historical and contemporary texts that have contributed to the formation and nature of the disciplines of philosophy, ethics and religious studies combined with the ability to relate these texts to relevant historical and socio-cultural contexts;
- K6 Applied philosophy:** detailed knowledge of the contributions made, and makeable, by philosophical, ethical and religious ideas and positions to public debates on a range of ethical, environmental, cultural, social, scientific and political issues;
- K7 Knowledge of subject conventions and resources:** sound knowledge and understanding of the scholarly conventions appropriate to the discipline and the current information and communication strategies required in order to conduct research, create new knowledge or insights and communicate or apply that expertise with appropriate clarity and purpose.

Intellectual/Cognitive/'Thinking' Skills

- I1 Sustained independent study:** an ability to undertake sustained and independent study;
- I2 Continuity and change:** an understanding of concepts such as continuity, causation, change and development;

- I3 **Testing hypotheses:** rigour in the formulation and testing of hypotheses, selecting research strategies and discriminating between what is relevant and what is irrelevant to the task in hand in order to solve problems;
- I4 **Project management:** a capacity to engage in self-directed project management; to collect and collate information, sift, select, organise and synthesise large quantities of data and evaluate and interpret evidence within given time-limits and to pre-specified standards.
- I5 **Critical interpretation:** an ability to be critical and self-aware in the analysis and assessment of philosophical and ethical concepts and methods and their ability to determine identities, values and outlooks;
- I6 **Creating solutions:** an ability to construct and analyse philosophical arguments and positions, in dialogue with other arguments and positions with a view to defining and solving problems;
- I7 **Communicating solutions:** an ability to communicate research findings in accordance with the normal academic standards and conventions of presentation and to do so appropriately in various fora and media.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;

- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

3a. External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

The programme is compliant with the most recent subject benchmark statements:

- QAA [Quality Assurance Agency] benchmark statement for History (2007)
- QAA [Quality Assurance Agency] draft benchmark statement for History (2014)
- QAA [Quality Assurance Agency] benchmark statement for Philosophy (2015)

The teaching team includes past and present members of HUDG/History-UK (HE), Fellows of the Royal Historical Society and HEA Fellows. Observations on the disciplines at the national level provided by these bodies were noted and employed by the programme team in revising the documentation for Periodic Review in 2014, e.g. in light of the consultation on the National Curriculum for English schools and the proposed revision of the History Benchmark Statement. Members of the team also act as External Examiners at other HE institutions.

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; v) and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

Generic learning outcomes for the award of Diploma of Higher Education:

On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**:

- i) critical understanding of disciplinary principles;
- ii) application of concepts outside their initial context;
- iii) use of a range disciplinary techniques;
- iv) proficient communication of the results of their work;

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.

Generic learning outcomes for the award of an Ordinary Degree:

On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma**:

- i) an ability to make flexible use of disciplinary concepts and techniques;
- ii) critical evaluation of approaches to solving problems in a disciplinary context;
- iii) an ability to work autonomously within a structured learning experience;
- iv) effective communication of the results of their work in a variety of forms;

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The History and Philosophy programme provides instruction in the core discipline skills and methods of both History and Philosophy, along with modules that demonstrate how the disciplines can interact creatively and productively. The programme provides opportunities for students to become the producers of new knowledge and insights rather than just recovering previous knowledge and insights. Within the modules the students are free to choose from a range of topics and materials that provide the occasion for developing those abilities and aptitudes.

The programme learning aims cover three general areas: the acquisition of discipline-specific skills, the development of a confident approach to using and applying those skills to social and personal issues and professional development. The five modular strands that deliver these programme learning outcomes are as follows:

Modules delivering discipline-specific skills

Strand 1 – History-specific discipline skills:

- L4 – HIS 4712 *The Historian's Craft: Skills and Sources*
 - L5 – HIS 5712 *Research and Discovery*
- Strand 2 – Philosophy-specific discipline skills:**
- L4 – TRS 4512 *Philosophy: Questions and Concepts*
 - L5 – TRS 5412 *Modern Philosophy: Mind, Self and World*

Modules for exploring themes and creating new knowledge

Strand 3 – Applied Ethics:

- L5 – TRS 5202 *Body: Bio-ethics and Sexual Ethics*
- L6 – TRS 6202 *Social Ethics*

Strand 4 – The philosophical historian:

- L4 - HIS 4702 *Patterns and Periodisation*
- L5 – HIS 5702 *Problems in History*

Professional Development

Strand 5 – Professional Development and Placement:

- L4 – HIS 4202 *History Project: Groupwork and Presentation*
- L5 – HIS 5752 *Professional Development and Placement*
- L6 – HUM 6252 *Professional Learning Through Work*

As described in section 8 of this document (below), the content of the module is further structured in stages (by level) to ensure that the teaching and learning is cumulative and progressive.

This combination of subject discipline and applied creativity enables students to explore a range of issues, traditional and novel, relevant to experiences on the personal, social and political level (and beyond). For this reason, the History modules' current topics offered cover international and contemporary perspectives such as the Renaissance, the European witch hunts in the C17, the American Civil Rights movement; women under the Nazi regime; imperialism and colonial legacies. When putting forward options for the History modules care will be taken to ensure an appropriate level of international and geographical coverage exists at the programme level.

6. Structure

BA (Hons) History and Philosophy

Duration: 3 years full-time

Total Credit Rating: 360

Level 4 – with effect from September 2015

Core: Students are required to take:

HIS 4702	Patterns and Periodisation	Sem 1	20 credits
TRS 4102	Introduction to the Philosophy of Religion	Sem 1	20 credits
HUM 4992	Ethics and Society	Sem 1	20 credits
HIS 4712	The Historian's Craft: Skills and Sources	Sem 2	20 credits
TRS 4512	Philosophy: Questions and Concepts	Sem 2	20 credits
HIS 4332	Professional Development and Placement	Sem 2	20 credits
HIS 4000	Programme Level Assessment		

Programme-level Assessment: Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on [Taught Course Academic Regulations](#)).

Level 5 – with effect from September 2016

Core: Students are required to take:

TRS 5412	Modern Philosophy: Mind, Self, and World	Sem 1	20 credits
HIS 5702	Problems in History	Sem 1	20 credits
HIS 5712	Research and Discovery	Sem 1	20 credits
HIS 5752	Professional Development and Placement	Sem 1 & 2	20 credits
HUM 5012	Philosophy and Technology	Sem 1 & 2	20 credits
TRS 5202	Body: Bio-Ethics and Sexual Ethics	Sem 2	20 credits

Level 6 – with effect from September 2017

Core: Students are required to take:

HIS 6702	Special Subject 1	Sem 1 & 2	20 credits
HIS 6712	Special Subject 2	Sem 1 & 2	20 credits

and are required to choose 40 credits from the following:

HUM 6234	Dissertation	Sem 1 & 2	40 credits
HUM 6232	Research Report	Sem 1 & 2	20 credits
HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits

and a further 40 credits from:

TRS 6012	The Self in Contemporary Philosophy	Sem 1	20 credits
TRS 6202	Social Ethics	Sem 2	20 credits
HUM 6012	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Awaiting generic LTA statement to cover the LTAS - from DVP

The History and Philosophy learning and teaching provision is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that students are co-creators of their own learning and providing the skills and understanding required for students to manage that learning. The programme modules offer small-class sizes, student-choice about the materials and issues used to complete the assessments and teaching methods that enable active student participation in learning (both as individuals and in groups) and with regular provision of formative feedback on those activities.

The delivery of this programme is structured in progressive stages:

- L4 modules introduce the subject skills and techniques;
- L5 modules guide and support student practice in applying the skills and techniques in combinations to explore subject specific themes or topics of contemporary significance;
- L6 provides scope for individual self-directed project work that prepares students for graduate-level employment or further academic study.

The programme provides opportunities to learn about and engage with professional practice at all levels. Skills for employability are embedded within the programme and are designed to be of service to students seeking entry to a range of professions (e.g. careers in journalism, the heritage industry, teaching, TV research, politics and public service, the forces, HR and management).

Data-handling and analysis, research skills, project management, work with digital resources and media, report-writing and oral presentation skills are also delivered in a staged and progressive way. HIS 4332 Professional Development and Placement engages students with professional skills and prepares students for further professional engagement at Level 5 through student placement in organisations or with projects that have relevance to History or Philosophy (HIS 5752: *Professional Development and Placement*). There is the option to develop this professional experience at Level 6, in HUM 6252 *Professional Learning Through Work*, where students identify and approach specific organisations to negotiate their own individual projects, which are then carried out over the academic full year.

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme														Skills development								
	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	I5	I6	I7	E1	E2	E3	E4	E5	E6	E7	E8	E9
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	Knowledge of past	British & non-British events	Evaluation of different approaches to history	Philosophical Tools	History of Philosophy	Applied Philosophy	Knowledge of Subject Conventions and Resources	Sustained and independent study	Continuity and change	Test hypotheses	Project management	Critical Interpretation	Creating Solutions	Communicating Solutions	Slef-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
HIS 4702 Patterns and Periodisation																							
HIS 4712 The Historian's Craft: Skills and Sources																							
TRS 4512 Philosophy: Questions and Concepts																							
TRS 4102 Introduction to the Philosophy of Religion																							
HUM 4992 Ethics and Society																							
HIS4332 Professional Development & Placement																							
HIS 5702 Problems in History																							
HIS 5712 Research & Discovery																							
HIS 5752 Professional Development and Placement																							
TRS 5412 Modern Philosophy: Mind, Self, and World																							
TRS 5202 Body: Bio-Ethics and Sexual Ethics																							
HUM 5012 Philosophy and Technology																							

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

Five academic or vocational qualifications, of which at least two should be GCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current and typical offer conditions in UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

The normal University undergraduate academic requirements apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

Not applicable

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Under the current external examiner arrangements there will be multiple examiners:

- The History external examiner will scrutinise work from both HIS modules and HUM modules on this programme.
- The Philosophy, Ethics and Religion external examiner will scrutinise the TRS modules, except TRS 5202 *Body: Bioethics and Sexual Ethics* and TRS 6202 *Social Ethics*, which will be scrutinised by the examiner for Theology and Religious Studies.
- The L4 module LTU 4002 *Critical Thinking Skills* is a university-wide module and has not yet had its arrangement confirmed.

But, these arrangements and those for the external examiner with oversight of the programme are subject to annual approval.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The semesterised programme structure affords opportunities for students to take up international exchange schemes, such as Erasmus+ and it also enables international students to undertake modules on this programme.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and will be able to participate fully in the course. Arrangements will be made *via* the normal Leeds Trinity University's support network to accommodate students with additional support needs wherever possible.