

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA (Hons) History and Ethics</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Course <sup>3</sup>	<b>3 years full-time</b>
Intended Award	<b>BA (Hons) History and Ethics</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Typical offer: 112 UCAS points</b>
Delivering Institution(s)	<b>University of Suffolk at West Suffolk College</b>
UCAS Code	<b>V101</b>

This definitive record sets out the essential features and characteristics of the BA (Hons) History and Ethics course. The information provided is accurate for students entering level 4 in the 2018-19 academic year.<sup>5</sup>

**Course Summary**

**History**

Historians often draw on historical literary texts to enrich understanding of historical contexts. History is designed to develop students' understanding of historical processes through the study of a range of periods and geographical contexts, promoting awareness of continuity and change. Modules span the early modern period to the present and embrace two identifiable strands: British Social and Cultural History and Family and Community History. Over the course of study, students experience key varieties of history with their distinctive focus, theoretical underpinnings and methodological approaches. The combination will provide a valuable opportunity to develop more versatile skills and perspectives. Importantly however, interdisciplinary connections can be readily made between your chosen subjects enabling you to apply ideas from each area to enhance understanding and enjoyment of the other.

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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### **Ethics**

Ethics are pervasive throughout all aspects of life, informing people of the moral way to act in any given situation. Understanding Ethics also enables us to gain insight into the motives and choices of other people, who may follow different moral codes from our own. A grasp of Ethics enables the student to develop their skills in dispassionate, logical debate and the capacity to analyse the internal logic of other people's arguments – valuable skills in life generally! Many university courses in Ethics, Philosophy and related subjects tend to have a heavy focus on theory and abstract thought. Whilst theory is certainly addressed, the University of Suffolk Ethics degree aims to offer a practical approach to morality by applying the concepts and paradigms to real life situations such as within the medical, legal and personal arenas.

### **Course Aims**

#### **History**

- To provide an intellectually satisfying and worthwhile experience of studying and learning within the distinctive academic framework of History
- To encourage the development of intellectual maturity, openness of mind and an imaginative and creative approach to problem-solving
- To enable students to develop a capacity for sophisticated analytical thinking and judgement
- To enable students to develop a range of subject specific and transferable skills of value in employment including high-order skills in oral and written communication and in the gathering, interpretation and presentation of information
- To provide the opportunity for students to gain confidence in working both independently and as members or leaders of a group or team
- To prepare students to undertake further study in History or in related fields.

#### **Ethics**

- Give an overview of the development of ethical schools of thought from Classical times, through the early modern period and on to current challenges in the 21<sup>st</sup> century
- Outline the contributions of major schools of moral thought to human understanding of various real world scenarios
- Develop student skills in debate and the advancing and analysis of moral arguments.
- Expound research issues both in the study of ancient and modern religions
- Consider the foundations of personhood and what makes someone or something worthy of value and legal recognition

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- Create opportunities to consider the artistic, ethical, gendered, social, political and cultural characteristics of ethical codes
- Foster empathetic engagement with both familiar and unfamiliar
- Explore in an interdisciplinary way, the interface between ethics, and other combined honours subjects of Law, History and Religion
- Promote self-critical awareness of presuppositions and encouraging constructive and critical exposition of arguments for a particular position

### Course Learning Outcomes

The following statements define what students graduating from the BA (Hons) History and Ethics course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5/6 awards as set out by the UK Quality Assurance Agency (QAA).<sup>6</sup>

### History

1. The ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence
2. An ability to interrogate, read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films
3. An appreciation of the complexity of reconstructing the past, and the problematic and varied nature of historical evidence
4. An ability to analyse continuity and change over extended time spans
5. A command of comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures

### *Generic and graduate skills*

6. Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
7. Confidence to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
8. Awareness of contextual and interpersonal factors in groups and teams
9. The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further post-graduate study and/or training of a professional or equivalent nature

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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10. The ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information
11. An ability to design, research, and present a sustained and independently conceived dissertation/project in accordance with the academic conventions of History, or an *interdisciplinary* dissertation that includes History, in accordance with appropriate academic conventions
12. critical understanding and more detailed knowledge of a wider breadth of History, at least some of which is at, or informed by, the forefront of defined aspects of History as a discipline, (acquired through the study of two level 6 History modules and an undergraduate dissertation/project registered in History, or three level 6 History modules and an undergraduate dissertation/project registered as interdisciplinary that includes History)
13. The ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information
14. An ability to design, research, and present a sustained and independently conceived dissertation/project in accordance with the academic conventions of History, or an *interdisciplinary* dissertation that includes History, in accordance with appropriate academic conventions

## Ethics

1. Discuss and demonstrate, where appropriate, critical comprehension of the origins of ethical schools and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings
2. Critique the ways in which moral teachings must adapt to apply themselves to new situations created by technological developments and discoveries
3. Assess the extent to which legal codes either set the agenda for evolving moral codes within a society, or are driven to change in response to developing ethical standards within a society
4. Apply ethical concepts and ideals to complex contemporary situations
5. Critically evaluate ways in which law makers can respond to situations in which competing and potentially contradictory moral schools seek to influence the structure of social governance
6. Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, dogmatic, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological, practical
7. Demonstrate awareness of and critical assessment of ethical schools contributions to debate in the public arena concerning, for example, values, evil, truth, beauty, identity, health, peace and justice

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8. Demonstrate a critical understanding of how personal and communal identities and motivations are shaped by moral campaigns, the importance of such identities and how this has both positive and negative effects
9. Demonstrate a capacity to apply formal learning to concrete social and vocational contexts

### **Generic skills**

10. Engage with empathy, integrity and critical reflection with the convictions and behaviours of others
11. Undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner
12. Identify, gather and analyse primary data and source material, whether through textual studies or fieldwork

### **Key Skills**

13. Manage own learning, and to make use of scholarly reviews and primary sources
14. Undertake and critically evaluate a research dissertation
15. Demonstrate competence in research skills through practical activities
16. Initiate, design, conduct and report an empirically-based research project under appropriate supervision
17. Use communication and information technology effectively for a range of applications, e.g. web and internet, databases, spreadsheets, word processing, PowerPoint
18. Communicate relevant subject knowledge and evidence accurately and reliably with structured and coherent arguments
19. Show development of key transferable skills
20. Communicate ideas and research findings by written, oral and visual means

### **Course Design**

The design of this course has been guided by the following QAA Benchmarks:

- History (2014)
- Philosophy (2014)

### **Course Structure**

The BA (Hons) History and Ethics comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

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Module	Credits	Module Type <sup>7</sup>		Module	Credits	Module Type
<b>History</b>				<b>Ethics</b>		
Level 4						
Introduction to Historical Studies	20	R		Introduction to Ethics	20	R
From Cradle to Grave in England, 1560-1720	20	R		The Ethical Body	20	R
Introduction to Political Ideas	20	R		The Ethical Mind	20	R
Level 5						
<p><b>Dissertation/Project Preparation (20 credits, Mandatory)</b>                      NB This is a mandatory module and pre-requisite for the final year undergraduate Dissertation. For the remaining modules at Level 5, choose two modules from one subject and three modules from the other.</p>						
Listening to the Past	20	O		Media Ethics	20	O
Mentalities of Empire 1750-1950	20	O		Ethics beyond Humanity	20	O
Britain in the Nineteenth Century	20	O		Medical Ethics	20	O
Level 6						
<p><b>Undergraduate Dissertation/Project (40 credits, Mandatory)</b>  <i>The undergraduate Dissertation is mandatory.</i>                      NB It is not possible to register for a History Dissertation in this combination                      If Dissertation is to be in Ethics, choose one Ethics module and all three History modules                      If Dissertation is to be interdisciplinary, i.e. in History and Ethics, choose both Ethics modules and any two History modules</p>						
Families and Households in Britain 1800-2000	20	O		Cyber Ethics	20	O
Aspects of East Anglian History and Heritage	20	O		Legal Ethics	20	O
The Spanish Civil War	20	O				

**Awards**

On successful completion of the course, students will be awarded a BA (Hons) History and Ethics. Students who leave the course early may be eligible for a DipHE on successful completion of 240 credits including all mandatory modules at levels 4 and 5, or a CertHE on successful completion of 120 credits including all mandatory modules at level 4.

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the Framework and Regulations for Undergraduate Awards

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### Course Delivery

The course is delivered at the University of Suffolk at West Suffolk College. Students studying full-time on BA (Hons) History and Ethics are likely to have approximately 10 contact hours per week. The contact hours will be a mix of lecture, seminar, discussions and site visits where appropriate. Students will normally be expected to undertake 25 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be mostly coursework (including essays, reports, presentations, group work, reflective learning journals and research projects), and up to 4 examinations depending on the module options chosen.

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking BA (Hons) History and Ethics will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	£11,500 per year
Part-time International	£1,915 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy. Students are likely to incur other costs for equipment, materials, optional field trips, and exhibitions amounting to approximately £50 per year. Further costs also include parking (£2 per day) and the additional items listed below:

- The library resources are wide ranging but should you need an inter-library loan there may be a charge; please refer to the [Library Resources](#) website for further information
- Essential texts £250

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).