PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body *(if applicable)*	**n/a**
Final award *(eg. BA Hons)*	**BA (Honours)**
Title of programme(s)	**Religious Studies**
Subsidiary award(s) *(if any)*	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and mode(s) of study	**3 Years**
Start date (this version) *(month and year)*	**September 2014**
Periodic review next due *(acad. year)*	
UCAS course code & code name	**V620**
Venue(s)	**Leeds Trinity University Campus**

2. Aims of the programme

Rationale and general aims
Religious Studies is the study of religions, that is, people and their religious traditions, without privileging any particular faith perspective. The field of Religious Studies will enable you to challenge your knowledge of religion and spirituality and develop understanding of their relevance to modern society.   You will study the history and texts of the world's religions and investigate definitions of 'religion' and approaches to its study. You will understand the varied expressions of religious traditions and contemporary inter-faith dialogue and peace-making. You will also be challenged to think creatively about ethical and philosophical ideas and will develop the skills to engage with issues in the complex religious environment of plural society.   In classes you will be able to discuss and debate, learning to get your opinion across to others. At the same time, you will be challenged to listen and learn to appreciate the sensitivity of religious issues. You will undertake a professional work placement to help you to explore your future career opportunities. These may include working with professional societies, schools, inter-faith and peace studies centres and development agencies in the UK or abroad.   The programme aims to:

1. Foster knowledge and a reflective, critical understanding of multiple religious traditions of significance in current interreligious contexts (chiefly Buddhism, Christianity, Hinduism, Islam and Judaism, with other traditions to a lesser extent), including their key texts, histories, practices and developed theologies/philosophies.

2. Develop awareness and empathetic understanding of the complexity and plurality of the interreligious context of the modern world, as well as the complexity and plurality of the individual traditions that comprise it; and develop a particular awareness of the complexities of interreligious dialogue in the predominantly Christian cultures of much of the Western world.

3. Enable students to develop their own positions about their religious beliefs and practices (if any), and to reflect on religious ideas and practices with which they might be unfamiliar, fostering empathetic engagement with a range of different religious beliefs and practices.

4. Develop knowledge and awareness of the contribution of a variety of religious traditions to public debate on ethical/moral, spiritual, environmental, cultural, social, scientific and political issues; and facilitate understanding of theoretical perspectives that inform past and ongoing discussions.

5. Enable students to develop skill and confidence in reading and engaging with the works of major religious and philosophical thinkers in ways that are intellectually rigorous; and to contribute in an informed and reflective way to debate on a range of ethical/moral, philosophical, spiritual and theological topics.

6. Foster skills appropriate to higher learning, including the ability to apply a variety of different critical methods in analysis and discussion of a range of ethical/moral, philosophical, religious, spiritual and theological topics; skills appropriate to effective independent study, including the ability to research a topic using a range of different text-based and electronic resources; and skills appropriate to effective group work and fieldwork.

7. Produce graduates who can communicate effectively, in speech and writing; and who can present a clear and accurate account of a subject, observing the conventions of good scholarship, research ethics, organising relevant material coherently, and engaging with different viewpoints in a mature way.

8. Provide a sound basis for further study or training in religious studies, including at postgraduate level; and provide students with opportunities to reflect on their future careers and on the relationship between a critical understanding of varied religious traditions and work in modern society

9. Produce graduates who have a lifelong appetite for learning, and who will make of their knowledge, interest and empathetic awareness a contribution to human well-being

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 the programme students will have demonstrated:

K1 Detailed knowledge and understanding of multiple religious traditions of significance in current interreligious contexts (chiefly Buddhism, Christianity, Hinduism, Islam and Judaism, with other traditions to a lesser extent), including their histories and developed theologies/philosophies, their complexities and pluralities.

K2 An ability to engage with scriptural and sacred writings in translation of these religious traditions, gained through careful reading and discussion, and the ability to discuss their interpretations and developments in relevant contexts.

K3 Detailed knowledge of the academic study of religious traditions and the categories that they have produced.

K4 Detailed knowledge of a wide range of historical and contemporary texts that have contributed to the formation of religious studies combined with the ability to relate theoretical and methodological insights to relevant historical and socio-cultural contexts.

I1 An understanding of contributions made from within various religious traditions to public debates on a range of ethical, environmental, cultural, social, scientific and political issues.

I2 An ability to apply philosophical and academic methods and theories to the study of specific religions and value systems.

I3 Ability to contribute in an informed, reasonable and reflective way to debate on a range of ethical, philosophical and religious topics, demonstrating a coherent knowledge of these acquired through active debate and deliberation.

I4 Ability to apply a variety of different critical methods in problem-solving, and in analysis and discussion of a range of ethical, philosophical and religious topics.

E1 **Self-management** – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.

E2 **Team-working** – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.

E3 **Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions.

E4 **Communication and literacy** – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.

E6 **Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

E7 **Entrepreneurship/enterprise**: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.

E8 **World of work /business/customer awareness** – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.

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 objectives set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
The programme content and objectives are congruent with the values affirmed in the QAA benchmark statement for Theology and Religious Studies (TRS). For example, in respect of content, the benchmark statement specifies that TRS programmes should include most of the following: 3.1.i   A broadly based core 3.1.ii   One or more religions, including the origin, history and developed or present character of each 3.1.iii Reading, analysis and interpretation of texts 3.1.iv Engagement with some of the major religious thinkers in the tradition 3.1.v   Application of a variety of critical methods 3.1.vi History of the particular discipline, its movements and thinkers 3.1.vii Ethics, morality and values The Religious Studies programme fulfils these specifications in relation to a significant array of religious traditions.

4. Learning outcomes for Certificates and Diplomas of Higher Education and ordinary degrees

This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.

Guidance	
	Generic learning outcomes for the award of Certificate of Higher Education: On successful completion of at least 100 credits, students will have demonstrated an ability to:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	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; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
	Generic learning outcomes for the award of Diploma of Higher Education: On successful completion of at least 200 credits, students will have demonstrated, **in addition to the outcomes for a Certificate**:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.	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.

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.	**Generic learning outcomes for the award of an Ordinary Degree:** On successful completion of at least 260 credits, 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 content of the Religious Studies programme is organised into six distinct strands (all modules are 20 credits unless stated otherwise):

(1)   The Study of Religions
Level 4   TRS 4522   World Religions: Texts & Traditions
Level 5   TRS 5902   Religions, Justice & Peacemaking
Level 6   TRS 6802   Religions, Cultures & Complexities

(2)   Approaches to the Study of Religion
Level 4   TRS 4802   Method and Theory in the Study of Religion
Level 5   TRS 5912   Sociology & Anthropology of Religion
          Option 1:   TRS 5432   Varieties of Religious Experience
Level 6   TRS 6922   Religions in Leeds & Bradford

(3)   Philosophical Studies
Level 4   TRS 4102   Introduction to Philosophy of Religion
Level 5   *Option 1:*   TRS 5422   Philosophy of Religion: Faith & Reason
Level 6   *Option 1:*   TRS 6102   God in a Digital Age

(4)   Ethical Studies
Level 4   TRS 4202   Ethics: Theological & Philosophical
Level 5   *Option 1:*   TRS 5202   Body: Bio-Ethics & Sexual Ethics
Level 6   *Option 1:*   TRS 6202   Social Ethics

(5)   Christian Theology – *Theology & Biblical Studies tracks*
Level 4   TRS 4502   Introduction to the Hebrew Bible
Level 5   *Option 1:*   TRS 5502   Reading the New Testament
          Option 2:   TRS 5442   Moral Theology: Catholic Social Teaching
          Option 3:   TRS 5452   Ecclesiology and Liturgy
Level 6   *Option 1:*   TRS 6402   Church in the World
          Option 2:   TRS 6442   Biblical Theology: Covenant and Prophecy

	Option 3:	TRS6452	Theological Themes: Creation, Grace and New Creation

(6) **Employability, Interdisciplinary and Independent Study**

Level 4   TRS 4332   Professional Development and Placement

Level 5   TRS 5782   Professional Development and Placement

             TRS 5012   Professional Development and Placement (Volunteering)

             Option 1:   HUM 5902 Introduction to Spanish Language & Hispanic Culture & Society

Level 6   TRS 6004   Religion Dissertation (40 credits)

             Option 1:   HUM 6012 The Roots of Ideas: The Foundations of Western Thought

             Option 2:   HUM 6252 Professional Learning Through Work

At least one module in the *Study of Religions* strand and *Religions & Society* strand are compulsory at all levels, as appropriate to the programme objectives and distinguishing features of a degree in Religious Studies. The *Employability, Interdisciplinary and Independent Study* strand also has a core module at each level, in accordance with the programme objectives as well as University aims and course design guidelines. *Philosophical Studies*, *Ethical Studies* and *Christian Theology* are compulsory in Level 4 only, while at Level 5 and Level 6 students have the opportunity to focus on particular strands by taking a module in two of the strands and discontinuing the other.

6.   Structure

RELIGIOUS STUDIES (Single Honours) 2013-14

Duration: 3 years full-time / 6 years part-time

Total credit rating: 360 points

Level 4   Please refer to the Prospectus for entry requirements**.**

Core: Candidates are required to take:

TRS 4102	**Introduction to the Philosophy of Religion**	**Sem 1**	**20 credits**
TRS 4202	**Ethics :Theological and Philosophical**	**Sem 1**	**20 credits**
TRS 4502	**Introduction to the Hebrew Bible**	**Sem 1**	**20 credits**
TRS 4802	**Method and Theory in the Study of Religion**	**Sem 2**	**20 credits**
TRS 4522	**World Religions: Texts & Traditions**	**Sem 2**	**20 credits**
TRS 4332	**Professional Development and Placement**	**Sem 2**	**20 credits**
TRS 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 the first year and progress into Level 5 (also see the section on Taught Course Academic Regulations

Level 5   Progression requirements: 120 credits from Level 4

Core: Candidates are required to take:

TRS 5902	**Religions, Justice and Peacemaking**	**Sem 2**	**20 credits**
TRS 5912	**Sociology and Anthropology of Religion**	**Sem 1**	**20 credits**

Choose 1 from:

TRS 5012	**Professional Development and Placement (Volunteering)**	**Sem 1 & 2**	**20 credits**
TRS 5782	**Professional Development and Placement**	**Sem 1 & 2**	**20 credits**

Option: Candidates are required to choose 60 credits from:

TRS 5432	**Varieties of Religious Experience**	**Sem 1**	**20 credits**
TRS 5422	**Philosophy of Religion: Faith & Reason**	**Sem 2**	**20 credits**

TRS 5202	**Body: Bio-Ethics and Sexual Ethics**	**Sem 2**	**20 credits**
TRS 5502	**Reading the New Testament**	**Sem 1**	**20 credits**
TRS 5442	**Moral Theology: Catholic Social Teaching**	**Sem 1**	**20 credits**
TRS 5452	**Ecclesiology and Liturgy**	**Sem 2**	**20 credits**
HUM 5902	**Introduction to Spanish Language & Hispanic Culture & Society**		
		Sem 1 & 2	**20 credits**

Level 6   Progression requirements: 120 credits from Level 5 including TRS 5782

Core: Candidates are required to take:

TRS 6802	**Religions, Cultures & Complexities**	**Sem 1**	**20 credits**
TRS 6922	**Religions in Leeds & Bradford**	**Sem 2**	**20 credits**
TRS 6004	**Religion Dissertation**	**Sem 1 & 2**	**40 credits**

Option: Candidates are required to choose 40 credits from:

TRS 6102	**God in a Digital Age**	**Sem 1**	**20 credits**
TRS 6202	**Social Ethics**	**Sem 2**	**20 credits**
TRS 6402	**Church in the World**	**Sem 2**	**20 credits**
TRS 6452	**Theological Themes: Creation, Grace & New Creation**	**Sem 2**	**20 credits**
TRS 6442	**Biblical Theology: Covenant & Prophecy**	**Sem 1**	**20 credits**
TRS 6502	**Lord, Apostle and the Beloved Disciple**	**Sem 2**	**20 credits**
HUM 6012	**The Roots of Ideas: The Foundations of Western Thought**	**Sem 1 & 2**	**20 credits**
HUM 6252	**Professional Learning Through Work**	**Sem 1 & 2**	**20 credits**

7.   Learning, teaching and assessment

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

Reference should be made to the University LTA Strategy.

Awaiting generic LTA statement to cover the LTAS - from DVP

The programme is designed to develop a confident and competent approach to independent learning. Independent learning skills are developed through the setting of specific tasks in teaching sessions; through the structure of assessment tasks, and through the stepped introduction of research / library skills over the 3-year programme.

Teaching will take the following forms:

For most modules: either a two-hour (across two semesters) or four-hour (one semester only) plenary session each week for all students on the module (assuming a cohort of 20-25 students each year).

A blend of teaching methods will be used in these sessions, which will normally include:
- lecture-style presentations by the tutor;
- seminar-style discussion of a particular topic;
- informal prepared presentations by students, followed by discussion;
- other exercises as appropriate to material and group;
- appropriate supporting use of ICT.
- Visiting lecturers from inside or outside university may be used.
- Where appropriate and possible, study/site visits may take place.

For the module *TRS 6004 Religion Dissertation*, teaching will take the form of:
- group workshops
- individual tutorials (up to 3 hours per 20 credits) with an appointed research supervisor.

Learning will be facilitated by:
- clear guidance on reading in preparation for each session and activity
- tutor input in class and through supporting handouts
- structured discussion in class

- active learning exercises with clear objectives, with appropriately varied tasks and organisation, playing to different learning styles
- formal and informal oral presentations by students in class
- appropriate guidance on further reading
- further support, where appropriate, through use of VLE and other electronic resources
- guidance on preparation for assessment
- availability of tutors for discussion of essay preparation
- individual return of essays and discussion of feedback
- innovation and renewal through sharing of good practice and input from staff development (e.g. Smartboard and VLE training, ULTA-2)
- structured and spontaneous opportunities for pastoral support

Independent Study

At Level 6 all students must complete a course of independent study and produce an 8,000 word essay (*Religion Dissertation*) on a personally-chosen topic of special interest. Development of research and study skills is embedded in the teaching and assessment for all modules. Students must pass the proposal section of TRS 6004 and permission must be sought from the members of the TRS staff before proceeding.

Progression

Each strand is designed to ensure that, as students progress from Level 4 to Level 6, they follow a coherent course of study and development. At each level students will develop a more in-depth understanding of religious concepts, language, issues, methods and problems. In the case of the *Ethics* and *Philosophy* strands, Level 4 provides an introduction to prepare students for more specific and challenging topics at Levels 5 and 6.

Effective communication

Great emphasis is placed throughout the programme on the development of the ability to write well and communicate effectively in essays. It is recognised that students often have to climb a fairly steep learning curve in order to achieve confidence and a good academic standard in their writing. Students are encouraged to use the additional resources available in university (e.g. Writers in Residence) to improve their essay writing. At Level 4 staff may offer to discuss individual essay plans and drafts before submission, as well as providing feedback and guidance when essays are returned. At Levels 5 and 6 staff may offer to discuss individual essay plans but will not normally discuss drafts, except in relation to the modules *A Study in Religion* and *Religion Dissertation*, for which individual supervisors will review and discuss draft versions of the longer essays required. Success at essay writing may be discussed in the regular progress review meetings which form part of the pastoral support for all students.

In fulfilment of programme objectives (7) and (10), all students are required to type or word-process their assessed essays; to demonstrate close reading skills and the ability to construct sound arguments based on evidence; and to observe scholarly conventions. They are particularly urged to avoid plagiarism.

To facilitate learning and encourage the development of good communication skills, students will be invited to make informal oral presentations on their reading and preparation in most modules. A number of modules at each level also include an element of assessment by oral presentation. These skills are known to be of great value to future employers.

Assessment Methods

An overall balance has been sought between coursework – both formative and summative – and examinations, which each test different skills and aptitudes. Examinations have their own justification, and additionally act as a safeguard against plagiarism; at all Levels students will be required to take at least one two-hour exam.

The assessed essay is the main method of assessment used throughout the scheme, as is appropriate to programme objectives which emphasise careful analysis and critical reflection on problems and issues in religious history and thought, philosophy and ethics. The use of portfolios as an additional means to assess ongoing participation in reading and reflection is also built in to an array of modules. Peer assessment may also be used to enhance understanding of what is expected.

Clear assessment criteria are provided at every stage of the scheme, and feedback on assessed work is explicitly cross-referenced to these criteria. Feedback is delivered within 20 working days of submission of work.

In the Humanities department, in keeping with normal practice in the subject area, in-text quotations are included in the word count.

7b) Module details

Module number and name *(Include both as shown below)*	Learning and teaching methods	Assessment				Teaching staff *(Indicate module co-ordinator as first name and in bold. Core modules at Level 6 should have more than one member of teaching staff identified.)*	Venue (if not University premises)
		Component form	**Magnitude**	**Weighting**	**Timing**		
Level 4 Core							
TRS 4102 Introduction to the Philosophy of Religion	Lecture, Seminar, group work Guided independent study	Directed activities Portfolio Essay	2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Semester 1 End of Semester End of Semester	**Luke Fox**	
TRS 4202 Ethics: Theological and Philosophical	Lecture, Seminar, group work Guided independent study	Directed activities Essay Unseen Exam	2,000 words 1.5 hours	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 Mid-semester End semester	**Ann Marie Mealey**	
TRS 4502 An Introduction to the Hebrew Bible	Lecture, Seminar, group work Guided independent study	Directed activities Portfolio Essay	2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 Mid-semester End of semester	**Hannah Hunt**	
TRS 4802 Method and Theory in the Study of Religion	Lecture, Seminar Guided independent study	Directed activities Presentation Unseen Exam	10 minutes 1.5 hours	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2 Mid Semester End Semester	**Anna Piela** Suzanne Owen	
TRS 4522 World Religions: Texts and Traditions	Lecture, Seminar, group work Guided independent study	Directed activities Essay Essay	2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2 Mid Sem End Sem	**Suzanne Owen** Anna Piela	
TRS 4332 TRS Professional Developemnt and Placement	Seminar and workshop Individual tutor meetings Individual EPO meetings	Portfolio Directed activities Placement Reflective accounts	3,000 words 7 weeks (incl 2 wk preparation) 1,000 words equivalent	70% Pass = 100% of 10%; Fail = 0% Pass/Fail 20%	End of teaching block During teaching block May/June After placement	**Anna Piela**	

Level 5 Core							
TRS 5912 Sociology and Anthropology of Religion	Lecture, Seminar Guided independent study	Presentation Portfolio	10 minutes 2,000 words	50% 50%	End Semester End Semester	**Suzanne Owen** Anna Piela	
TRS 5902 Religions, Justice and Peacemaking	Lecture, Seminar, group work, tutorial Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of semester Thoughout semester	**Kirsteen Kim**	
Level 5 Option							
TRS 5782 Professional Development and Placement	Induction Meeting Day Conference Workshop Tutorial Guided independent study Work placement	Portfolio Placement Report	1,500 word equivalent 6 weeks 3,000 words	30% Pass / Fail 70%	Sem 1 End of placement Semester 2	**Anna Piela** All TRS staff as placement tutors	
TRS 5012 Professional Development and Placement (Volunteering)	Induction Meeting Day Conference Workshop Tutorial Guided independent study Work placement	Portfolio Placement Report	1,500 word equivalent 60 Hours over a 12-20 week period 3,000 words	30% Pass / Fail 70%	Sem 1 End of placement Semester 2	**Anna Piela**	
TRS 5432 Varieties of Religious Experience	Lecture, workshop Seminar Guided independent study	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Semester End Semester	**Suzanne Owen** Anna Piela	
TRS 5422 Philosophy of Religion II: Faith & Reason	Workshop Seminar Guided independent study	Portfolio Essay	2,000 words 2,000 words	50% 50%	End Semester End Semester	**Luke Fox**	
TRS 5202 Body: Bio-Ethics and Sexual Ethics	Seminar, group work, tutorial Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	**Ann Marie Mealey**	
TRS 5502 Reading the New Testament	Lecture. seminar, group work, Guided independent study	Essay Portfolio	2,000 words 2,000 word equivalent	50% 50%	Mid-semester End of semester	**Kirsteen Kim**	

TRS 5442 Moral Theology: Catholic Social Teaching	Lecture, workshop Seminar Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	**Ann Marie Mealey** Patricia Kelly	
TRS 5452 Ecclesiology and Liturgy	Lecture, workshop Seminar Guided independent study	Essay Exam	2,000 words 1.5 hours	50% 50%	Mid-semester End of semester	**Patricia Kelly**	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Tutorial, semianar, workshop Guided independent study	Skills Audit Practical Class Test	2,000 words 1.5 hours	50% 50%	End Semester 2 End Semester 2	**Roberto Rodriguez-Saona**	
Level 6 Core							
TRS 6802 Religions, Cultures and Complexities	Lecture. seminar, group work, Guided independent study	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Semester End Semester	**Kirsteen Kim** Anna Piela	
TRS 6922 Religions in Leeds Bradford	Lecture. Seminar, site visits Guided independent study	Portfolio Report	2,000 words 2,000 words	50% 50%	Mid Semester End Semester	**Suzanne Owen**	
TRS 6004 Religion Dissertation	Workshop Tutorial Guided independent study	Essay	8,000 words	100%	End Semester 2	**Kirsteen Kim** All TRS staff as supervisors	
Level 6 Option							
TRS 6102 God in a Digital Age	Lecture. seminar, group work, Guided independent study	Essay Portfolio	2,000 words 2,000 words equivalent	50% 50%	End of Semester Throughout Semester	**Luke Fox**	
TRS 6202 Social Ethics	Lecture. seminar, group work, Guided independent study	Essay Presentation	2,000 words 10 minutes	50% 50%	Mid-semester End of semester	**Ann Marie Mealey**	
TRS 6402 The Church in the World	Lecture. seminar, workshop Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of semester Throughout semester	**Kirsteen Kim** Patricia Kelly	
TRS 6442 Biblical Themes: Covenant and Prophecy	Lecture. seminar, workshop Guided independent study	Essay Timed Essay	2,000 words 2,000 words	50% 50%	Mid-semester End semester	**Patricia Kelly**	

TRS 6452 Theological Themes: Creation and Grace	Lecture. seminar, workshop Guided independent study	Essay Exam	2,000 words 1.5 hours	50% 50%	Mid-semester End semester	**Patricia Kelly**	
TRS 6502 Lord, Apostle and the Beloved Disciple							
HUM 6012 The Roots of Ideas: The Foundations of Western Thought	Lecture/seminar, workshop, tutorial Guided independent study	Individual presentation and debate with handout	30 mins	100%	S2, week 32	**Rosemary Mitchell** Nathan Uglow	
HUM 6252 Preofessional Learning through Work	Tutorial Telephone Support Guided independent study	Project Proposal Final Project Report Oral Presentation	1,000 word equivalent 3,000 words 10 minutes	Pass/fail 75% 25%	Start of academic year Sem 2 Sem 2	**tba**	

7c) Programme learning outcomes covered

These must match module descriptors.	Assessed learning outcomes of the programme								Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knowledge of religious traditions	Knowledge of religious texts	Knowledge of academic study of	Knowledge of formation of	Public debates in religions	Application of methods and	Informed debate on religious topics	Abitlity to anylise and discuss a	Slef-management	Team-working	Problem-solving	Communication and literacy	Numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business /	Social, cultural & civic awareness
TRS 4102 Introduction to the Philosophy of Religion			▓	▓			▓	▓	▓		▓	▓				▓	▓
TRS 4202 Ethics: Theological & Philosophical	▓				▓	▓	▓	▓	▓			▓			▓		
TRS 4502 Introduction to Hebrew Bible	▓		▓		▓		▓	▓	▓			▓					▓
TRS 4802 Method & Theory in the Study of Religion			▓	▓			▓	▓	▓		▓	▓			▓		▓

Course
TRS 4522 World Religions: Texts and Contexts
TRS4332 Professional Development and Placement
TRS 5422 Philosophy of Religion
TRS 5442 Moral Theology & Catholic Teaching
TRS 5202 Body: Bio-ethics & Sexual Ethics
TRS 5502 Reading the New Testament
TRS 5452 Ecclesiology and Liturgy
TRS 5782 Professional Dev. and Placement
TRS 5012 Professional Dev. and Placement (Volunteering)
TRS 5432 Varieties of Religious Experience
TRS 5902 Religions, Justice and Peacemaking
TRS 5912 Sociology and Anthropology of Religion
HUM 5902 Intro to Spanish Language, Hispanic Culture and Society
TRS 6102 God in a Digital Age
TRS 6202 Social Ethics
TRS 6402 Church in the World
TRS 6452 Theological Themes

Module																	
TRS 6442 Biblical Theology									░	░		░	░		░		░
TRS 6004 Dissertation in Religion	░	░	░	░	░	░	░		░			░		░	░		
TRS 6802 Religions, Cultures & Complexities	▓	▓	▓	▓	▓			▓	▓	▓	▓	▓	▓				▓
TRS6922 Religions in Leeds Bradford	▓		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓
TRS 6502 Lord, Apostle and the Beloved Desciple																	
HUM 6012 The Roots of Ideas: The Foundations of Western Thought									░			░	░				░
HUM 6252 Professional Learning through work									░			░	░				░

8. Entry requirements

A strong rationale must be provided for any deviation from the following norms:

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) *(including X)* and one *(two/three)* should be GCSE English Language *(and X)* at grade C (or equivalent). Some equivalent qualifications and the current typical offer conditions in terms of 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, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). *Other non-certificated requirements…* 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 the University's Assessment of Prior Learning (APL) procedures.

OR:

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (Modules which <u>must</u> be passed for progression and award; any deviation from the standard University stipulations for award classification)
No deviation from Leeds Trinity University norms.

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level *Include the rationale which justifies imposition of the prerequisite(s).*
None

11. External examining arrangements

External examining arrangements (eg. joint with another programme or separate, single/multiple examiners and which modules covered by each)
TRS External Examiner for Religion and Philosophy.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees
All TRS modules, with the exception of level 5 and 6 placement modules the dissertation modules, will be delivered 'short and fat' rather than 'long and thin'. That is, instead of being

spread across two semesters, they will be concentrated in one semester. The number of contact hours normally remains 40.

The rationale for this from the student point of view is that:

1. Organisationally students have fewer subjects to worry about and are able to focus more in-depth on fewer topics. Because the pace of the module is faster, students will have a greater incentive to early engagement and full-time attendance.
2. Pedagogically, where delivery of all teaching sessions is by one tutor, it is possible to maintain greater continuity of thought and integration of learning if the gap between classes is days rather than a whole week. Also, it may become more obvious to the student how assignments and coursework build on one another.
3. International students visiting for only one semester can complete modules.

For 'short-fat' modules the two summative assessments will normally be spaced with submission in mid- and end of semester. A portfolio will normally be spread across the first 7 weeks.

This programme follows the Assessment Tariffs laid by the institutions in every respect except that, in common with other Humanities programmes, in-text quotations are *included* in the word count.

The study of Religions in Leeds Bradford in particular invites occasional teaching and learning augmentation through excursions ('field trips') to nearby religious communities of various traditions; as well as occasional visiting speakers representing these traditions, brought in to supplement study. It is anticipated that these means of enriching the modules will be employed as resources permit.

13.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
(Key aspects of the Equality Impact Assessment for the Programme – see Form NP2G for further details)

None