

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 <i>(eg. BA Hons)</i>	BA (Hons)
Title of programmes	Theology Theology (Catholic)
Subsidiary award(s) <i>(if any)</i>	
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 FT
Start date <i>(this version) (month and year)</i>	September 2014
Periodic review next due <i>(acad. year)</i>	2018/19
UCAS course code & code name	V610
Delivery venue(s)	Leeds Trinity University Campus

2. Aims of the programme

Rationale and general aims
<p>Our BA Theology programme focuses on Christian understanding of God. What is God like? Who is Jesus Christ? What difference does belief in God make to the way we live?</p> <p>In our modules we examine the life and work of Jesus Christ as recorded in the Bible and interpreted by theologians. We look at the Old and New Testaments, the history of the church over 2,000 years and the experience of diverse Christian communities in different continents today. You will delve into the origins of church teachings and investigate theological controversies. You will also discover the global diversity of Christian faith and debate its role in today's world. Modules in the closely related topics of philosophy, ethics and religion are also an integrated part of the programme.</p> <p>In classes you will be able to discuss with your lecturers, who are internationally active researchers, and respectfully debate with your peers. Employability skills are embedded in our teaching and in professional work placements. These will help you to explore your future career opportunities, which may include working with schools, companies, churches or charities in the UK or abroad.</p>

This programme aims:

1. To deliver a Theology programme which introduces the spirituality, worldview and role in the modern world of Christianity in a way that is appropriate for students of all faiths and none and which recognises the contemporary context of religious and cultural plurality while also capitalizing on particular the resources of Leeds Trinity in Catholic theology and of staff strengths in Eastern Christianity and World Christianity.
2. To position BA Theology as a programme of Christian theology using biblical, doctrinal and historical approaches alongside the newer programmes of BA Religious Studies on the one hand and BA Theology with Catholic Theology on the other.
3. To build bridges with Religious Studies by encouraging students to study other faiths, to utilise sociological and anthropological approaches and to set theology in the context of its origins in the Hebrew tradition and also religiously diverse Ancient Western Asia, taking account of mission and interaction with other faiths in Christianity's historical development, and considering contemporary inter-religious issues and relations.
4. To make greater use of Leeds Trinity's Catholic heritage and links by offering options in Catholic Theology which lead to a distinct award in Theology (Catholic).
5. To include recent theological developments, especially the recognition of the global nature and impact of Christianity, post-colonial challenges to the Christian tradition, new movements – especially Pentecostalism, new forms of spirituality and fundamentalist forms of Christianity.
6. To include disciplines, such as sociology, cultural anthropology, economics, and new methods – including experiential encounters through guest speakers, fieldwork and digital methods.
7. To maintain and strengthen the integration between the strands of philosophy and ethics which have historically been part of BA Theology at Leeds Trinity and the rest of the programme. With regard to Philosophy, this involves taking account of the Christian impact on the development of Western philosophy, the influence on modern Christian theology of analytic and continental philosophies, and contemporary developments such as postmodern theology, radical orthodoxy and non-Western theologies. Ethics explores key scholarly methods in the search for truth, in both religious and secular contexts. Students engage in current debates in bioethics and social ethics in which Christians and churches engage with many others in public life and international affairs.

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.

Programmes of study should incorporate the generic learning outcomes set out below. With the exception of the employability skills, which should be kept intact, course proposers should enhance, embed, contextualise and/or make these learning outcomes more specific as appropriate.

On successful completion of the programme students will have demonstrated:

Knowledge and understanding

- K1 coherent and detailed subject knowledge and understanding of Christian theology, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions;

- K2 in-depth understanding of Christianity as a world religion and knowledge of its main institutional expressions, symbols, worship practices and ethical requirements, together with awareness of its plurality, complexity, theological variation and diversity of expression;
- K3 thorough knowledge and understanding of Christianity's origins and classical sources (especially the Bible) and its historical development in multiple linguistic and cultural contexts;
- K4 knowledge of the work of significant interpreters of the tradition and understanding of key theological issues and problems;
- K5 knowledge and understanding of common religious questions and issues in inter-religious relations, together with awareness of the passions they may arouse and sensitivity to religious difference (religious literacy);
- K6 thorough knowledge and understanding of related fields of philosophy and ethics, and some knowledge and understanding of others, including politics, religious studies and spirituality;
- K7 knowledge and understanding of Christian contributions to, and theological engagement with, community and public life and of the construction of Christian identities in diverse contexts.

The following two learning outcomes apply only to the Catholic pathway.

- K8 knowledge and understanding of the nature of Catholic Theology, and an ability to critically engage with Scripture, Tradition, and the magisterium;
- K9 knowledge and understanding of the historical and contemporary contexts within which Catholic Theology functions, the importance of unity and diversity, and theological response to those contexts.

Intellectual skills

- I1 secure use of biblical, theological and historical techniques of analysis, including textual criticism, literary criticism, systematic analysis, and use of primary and secondary sources
- I2 familiarity with sociological, cultural anthropological and other methods used in religious studies;
- I3 critical evaluation of approaches to solving problems in theology, including biblical studies, historical research, comparative methods – inter-religious, intercultural, and interdisciplinary, and philosophical and doctrinal argument;
- I4 intellectually rigorous engagement and debate with a range of theologians and theological positions that evidences awareness of one's own beliefs, commitments and prejudices, and ability to represent other points of view fairly and learn through active discussion;
- I5 independent supervised study, including research, and effective and sustained communication of results and arguments both orally and on paper;
- I6 understanding of the limits of their knowledge, ability to raise critical questions surrounding theological method, and consequent influence on their analysis;

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 a 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.

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.

QAA Benchmark Statement for Theology and Religious Studies (2007)
(<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Theology.pdf>)

The QAA Benchmark statement recognises that there is great variety in the nature of Theology programmes but that textual and historical studies are core. This programme recognises that in its strands of doctrine and practice, biblical studies and theology in historical and cultural contexts (2.3). BA Theology also recognises multiple methods, including also philosophy and ethics (3.1). In its aims and content, it also responds to the noted trend to use more methods from religious (2.4), cultural and social studies (2.5).

The combination of qualities of criticality, logic and analysis, together with understanding, empathy, sensitivity (3.2) are combined in this programme. The former is developed especially in the philosophical and doctrinal strands and the latter in the ethics and religious studies elements. Academic and IT skills (3.4) are developed throughout by the study skills which are integrated into the programme at each level. The programme encourages both group and independent learning, in TRS4912 students experience different forms of Christian worship (4.4, 4.5). Classes are taught in 2-hour sessions which include a variety of learning activities including lectures, seminars and group work and discussion and debate is encouraged throughout (4.7, 4.8).

Assessment varies by module and includes essays, presentations, exams and a dissertation (4.13-4.18).

The learning outcomes have been designed to meet the threshold and typical levels of achievement in Theology and Religious Studies (5.4 – 5.9). In particular, it enables the typical student to:

- 'demonstrate comprehension of and intelligent engagement with the richness of [Christian] tradition in its varied and central forms' (K1-K2, K8)
- 'state clearly, discuss and demonstrate critical comprehension of the political, social, textual, intellectual, historical, theological, ritual, ethical, institutional or aesthetic expressions' of Christianity (K7, K9)
- 'discuss and demonstrate critical comprehension of the religion's classical sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings' (K3-K4, K8)
- 'evaluate and critically analyse a diversity of primary and secondary sources, including materials from different disciplines' (I1)
- 'demonstrate comprehension and critically analyse a range of themes, debates and methods of the discipline and where appropriate related disciplines' (I2-I3, K6, K9)
- 'represent views other than the student's own sensitively and intelligently with fairness and integrity, while as appropriate expressing their own identity without denigration of others, through critical engagement in a spirit of generosity, openness and empathy' (I4)
- 'demonstrate with sensitivity awareness of the passion and claims to certainty that may arise in religious traditions' (K5)
- 'demonstrate sophisticated understanding of the multi-faceted complexity of religions... and wider social and cultural structures, norms, aesthetics and aspirations' (K1)
- 'demonstrate intellectual flexibility through the practice of a variety of complementary methods of study' (I1-I2)
- 'demonstrate awareness of and critical assessment of religious contributions to debate in the public arena' (K7)
- 'demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both constructive and destructive effects, and how important such identities are' (K7)
- 'communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means' (I4-I5)
- 'communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience' through oral presentations (I5)
- 'identify, gather and analyse primary data and source material' through textual studies or possibly fieldwork (I1-I2)
- 'attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others' through discussion and debate (I3)
- 'engage with empathy, integrity and critical reflection with the convictions and behaviours of others' (I4)
- 'work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively' through group work (E2)
- 'undertake independent/self-directed study/learning (including time management) and reflect on one's strengths and weaknesses as a learner', especially through the professional development and independent study modules (E1)
- 'make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations' through study skills (I5, P1, P2, E5))

- ‘use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations’ throughout (E7)
- ‘show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices’ (I6)

4. Learning outcomes for subsidiary awards

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	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</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; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> 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; <p>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.</p> <p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> 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; <p>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.</p>

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Typically 150 to 200 words

The content of the programme is organised into six distinct strands: philosophy; ethics; Christian doctrine and practice; biblical studies; theology in historical and cultural context; and employability and independent study.

Philosophical studies

level 4 TRS 4102	Introduction to the Philosophy of Religion (core)
level 5 TRS 5422	Philosophy of Religion: Faith and Reason
level 6 TRS 6102	God in a Digital Age
level 6 HUM 6012	The Roots of Ideas: The Foundations of Western Thought

Ethical studies

level 4 TRS 4202	Ethics: Theological and Philosophical (core)
level 5 TRS 5202	Body: Bio-Ethics and Sexual Ethics
TRS 5442	Moral Theology: Catholic Social Teaching [Catholic pathway]
level 6 TRS 6202	Social Ethics

Christian doctrine and practice

level 4 TRS 4912	Contemporary Christian Faith and Worship (core)
level 5 TRS 5312	Christology (core)
TRS 5442	Moral Theology: Catholic Social Teaching
TRS 5452	Ecclesiology and Liturgy [Catholic pathway]
level 6 TRS 6312	Christian Understanding of God (core)
TRS 6452	Theological Themes: Creation and Grace [Catholic pathway]

Biblical studies

level 4 TRS 4502	Introduction to the Hebrew Bible (core)
level 5 TRS 5502	Reading the New Testament (core)
level 6 TRS 6442	Biblical Themes: Covenant and Prophecy [Catholic pathway]

Theology in context

level 4 TRS 4402	Theology in Contexts: Church History (core)
level 5 TRS 5432	Varieties of Religious Experience
TRS 5902	Religions, Justice and Peace-making
level 6 TRS 6402	Church in the World (core)
TRS 6802	Religions: Cultures & Complexities

Employability and independent study

level 4 TRS 4332	Professional Development and Placement
level 5 TRS 5782	Professional Development and Placement
HUM 5902	Spanish Language and Hispanic Culture and Society
level 6 TRS 6714	Theology Dissertation‡
TRS 6432	Professional Placement

All modules carry 20 credits except those marked ‡ which are 40 credits.

As the core components of a Theology degree, two modules in biblical studies, Christian doctrine and/or practice and theology in context are compulsory at levels 4, 5 & 6. In conformity with institutional policy, a placement is core at level 5 and optional at level 6. Employability skills are also developed in TRS4532 Group Project. All students are required to undertake the 40-credit dissertation in a chosen topic at level 6. The strands in philosophy and ethics are compulsory at level 4, allowing students the opportunity to continue these interests at levels 5 and 6 if they wish. At levels 5 and 6 students may opt for modules

which deal with other religions as well: TRS 5432 Varieties of Religious Experience, TRS 5902 Religions, Justice and Peace-making, and TRS 6802 Religions: Cultures & Complexities.

6. Structure

BA (Hons) THEOLOGY

Duration: 3 years full-time / 6 years part-time **Total credit rating:** 360

Level 4

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 4402	Theology in Contexts: Church History	Sem 2	20 credits
TRS 4502	Introduction to the Hebrew Bible	Sem 1	20 credits
TRS 4912	Contemporary Christian Faith and Worship	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 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

Core: Candidates are required to take:

TRS 5312	Christology	Sem 2	20 credits
TRS 5502	Reading the New Testament	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

Candidates are required to choose 60 **Option** credits from:

TRS 5202	Body: Bio-Ethics and Sexual Ethics	Sem 2	20 credits
TRS 5422	Philosophy of Religion: Faith and Reason	Sem 2	20 credits
TRS 5902	Religions, Justice and Peacemaking	Sem 2	20 credits
TRS 5432	Varieties of Religious Experience	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	Spanish Language and Hispanic Culture and Society	Sem 1 & 2	20 credits

Level 6

Core: Candidates are required to take:

TRS 6312	Christian Understanding of God	Sem 1	20 credits
TRS 6402	The Church in the World	Sem 2	20 credits
TRS 6714	Theology Dissertation	Sem 1 & 2	40 credits

Candidates are required to choose 40 **Option** credits from the list below.

TRS 6102	God in a Digital Age	Sem 1	20 credits
TRS 6202	Social Ethics	Sem 2	20 credits
TRS 6802	Religions: Cultures & Complexities	Sem 1	20 credits
TRS 6442	Biblical Themes: Covenant and Prophecy*♦	Sem 1	20 credits
TRS 6452	Theological Themes: Creation and Grace*♦	Sem 2	20 credits
HUM 6012	The Roots of Ideas: Foundations of Western Thought	Sem 1 & 2	20 credits

♦ Not available in AY 2015/16

*All these four options must be taken to qualify for the award of BA (Hons) Theology (Catholic).

7. Learning, teaching and assessment

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

Reference should be made to the institutional LTA Strategy.

Awaiting generic LTA statement to cover the LTAS - from DVP

The programme is in keeping with the learning and teaching strategy of Leeds Trinity as expressed in the *Strategic Plan*, 2013-2014, pp. 6-7. This prioritises 'attainment at the heart of learning, teaching and assessment', 'pastoral care for students to ensure they succeed to their full potential' and a 'value-added model to measure performance against potential'. It aims 'to provide an educational experience that is student-centred and responsive to the needs and attributes of individuals'. It embeds 'opportunities for students to be fully engaged with all aspects of the operation of the University and to give feedback on their experience throughout their period of study'. The existence of the BA Theology programme is a sign of the Christian foundation of Leeds Trinity and the BA Theology (Catholic) is an expression of its particular Catholic heritage and identity.

BA Theology aims to offer students a rigorous academic programme which engages with core and current theology and develops the scholarly and multiple methods used in the discipline. Students learn in an environment of staff enthusiasm for the topic and research activity. The programme is designed to provide a coherent progression from each level to the next. After level 5 students have the opportunity to select option modules to direct their own learning and these are increased further in level 6.

Students are supported by a programme of study skills, which begins in induction week, and the progress tutor system of the University. These and other systems of student support continue throughout the programme to help bring out student potential. Student employability is further developed through the professional development programme and placement modules. Students are encouraged to participate in the institution as representatives in the Student-Staff Academic Committee and at TRS Staff Meetings. They are consulted about all programme development.

In TRS, learning and teaching takes place in classes of between about 10 and 40 and using blended learning. It may also include group activities and also opportunities for individual help through face-to-face meeting or online means. Scheduled learning activities are varied and include: lecture-style presentations by the module tutor or occasional guest speaker; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; debates; and other exercises as appropriate to material and group. The level 6 dissertations are supervised by individual tutorials and students on placement are supervised by progress tutors, with a visit where possible.

Students receive guidance on reading in preparation for each session and activity and learning is supported by the VLE (Moodle) and sometimes by readers and other resources. The scholarly resources for guided independent study are provided by the Andrew Keane Learning Centre which has a collection in Theology and subscribes to a number of relevant scholarly journals and to online scholarly databases. Students have access to electronic material both on and off campus. Students develop study skills through activities embedded in teaching at every level. Guidance on research and essay-writing is integral to the learning and teaching process in each module and may also be supported by tutorial guidance on essay plans if requested.

Assessments are deliberately varied across the programme to give the broadest possible opportunity for students to excel. They include exams, essays, presentations and other coursework. Formative assessment is used, especially at level 4, to develop skills and this may be peer-assessed. The assignments not only test knowledge and understanding but are also

designed to enhance written and oral communication skills. 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 <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.</i>	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Level 4 Core							
TRS 4102 Introduction to Philosophy of Religion	Seminar, lecture and group work Guided independent study	Directed Activities Essay Portfolio	 2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 End of Sem 1 End of Sem 1	Luke Fox	
TRS 4202 Ethics: Theological and Philosophical	Seminar, lecture and workshop Guided independent study	Directed Activities Essay Exam	 2,000 words 1.5 hours	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 Mid-semester End of semester	Ann Marie Mealey	
TRS 4402 Theology in Contexts: Church History	Lecture style present'on Seminar, group work Guided independent study	Directed Activities Presentation Essay	 10 minutes 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2 Mid-semester End of semester	Hannah Hunt	
TRS 4502 An Introduction to the Hebrew Bible	Seminar, lecture and workshop Guided independent study	Directed Activities Portfolio: Essay	 2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 70% 45% 45%	Sem 1 Mid-semester End of semester	Kirsteen Kim Hannah Hunt	
TRS 4912 Contemporary Christian Faith and Worship	Lecture Seminar, group work Guided independent study	Directed Activities Presentation Essay	 10 minutes 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2 Mid-semester End of semester	Ann Marie Mealey	
TRS 4332 Professional Development and Placement	Seminar and workshop Individual tutors meetings Individual meetings with EPO	Directed Activities Portfolio Placement Reflective account	 3,000 words 7 weeks (including 2 wk prep) 1,000 word equiv	Pass = 100% of 10%; Fail = 0% 70% Pass/Fail 20%	During teaching block End of teaching block May/June After placement	Anna Piela	

<i>Level 5 Core</i>							
TRS 5312 Christology	Lecture Seminar, group work Guided independent study	Portfolio Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	Hannah Hunt	
TRS 5502 Reading the New Testament	Lecture Seminar, group work Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	Hannah Hunt Kirsteen Kim	
<i>Level 5 Option</i>							
TRS 5782 Professional Development and Placement	Induction meeting, conference, workshop Tutorial Guided independent study Work Placement	Portfolio Placement Report	1,500 words equivalent 6 weeks 3,000 words	30% Pass/Fail 70%	Sem 1 By end of placement Sem 2	Anna Piela All TRS staff as placement tutors	
TRS5012 Professional Development and Placement (Volunteering)	Induction meeting, conference, workshop Tutorial Guided independent study Work Placement	Portfolio Placement Report	1,500 words equivalent 60 hrs over 12-20 week 3,000 words	30% Pass/Fail 70%	Sem 1 By end of placement Sem 2	Anna Piela	
TRS 5442 Moral Theology: Catholic Social Teaching	Lecture Seminar/workshop 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 Seminar/workshop Guided independent study	Essay Exam	2000 words 1.5 hours	50% 50%	Mid-semester End of semester	Patricia Kelly	
TRS 5202 Body: Bio-Ethics and Sexual Ethics	Seminar, group work, tutorial etc Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Semester End of Semester	Ann Marie Mealey	
TRS 5422 Philosophy of Religion: Faith and Reason	Workshop / seminar, Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of Semester. End of Semester	Luke Fox	
TRS 5902 Religions, Justice and Peacemaking	Lecture Seminars, group work , tutorial Guided independent study	Essay Portfolio:	2,000 words 2,000 words	50% 50%	End of semester Throughout semester	Kirsteen Kim	

TRS 5432 Varieties of Religious Experience	Lecture Seminar/workshop Guided independent study	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid-semester End of semester	Suzanne Owen Anna Piela	
HUM 5902 Introduction to Spanish Language & Hispanic Culture and Society	Lecture, Seminars and workshops Guided independent study	Skills Audit Practical Class Test	2,000 words 1.5 hours	50% 50%	Semester 2 Semester 2	Roberto Rodriguez Saona	
<i>Level 6 Core</i>							
TRS 6312 Christian Understanding of God	Lecture Seminar, group work Guided independent study	Essay Essay	2000 words 2,000 words	50% 50%	Mid-semester End of semester	Kirsteen Kim	
TRS 6402 Church in the World	Lecture Seminar, group work Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of semester Throughout Semester	Kirsteen Kim Patricia Kelly	
TRS 6714 Theology Dissertation	Workshops Tutorial Guided independent study	Dissertation	8,000 words	100%	End of semester 2	Kirsteen Kim All TRS staff as supervisors	
<i>Level 6 Core for BA Theology (Catholic) and optional for BA Theology</i>							
TRS 6442 Biblical Theology: Covenant and Prophecy	Lecture Seminar, workshop Guided independent study	Essay Timed Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	Patricia Kelly	
TRS 6452 Theological Themes: Creation and Grace	Lecture Seminar, workshop Guided independent study	Essay Unseen Exam	2000 words 1.5 hours	50% 50%	Mid-semester End of semester	Patricia Kelly	
<i>Level 6 Option</i>							
TRS 6102 God in a Digital Age	Lecture Seminar, group work Guided independent study	Essay Portfolio	2,000 words 2,000 word equivalent	50% 50%	End of Semester End of 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	

8. Entry requirements

A strong rationale must be provided for any deviation from the following norms; as a minimum, the "Other non-certificated requirements..." section must be completed:

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 '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 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).

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 Accreditation 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)

Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.

No deviation from Leeds Trinity University norms.

For the award of BA (Hons) Theology (Catholic), the four module options asterisked in Section 6 must be taken.

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.

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)

TRS External Examiner in Theology

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)

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.

The 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.

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 Department – see Internal Audit Form NP2G for further details)

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