



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BA (Honours)</b>
<b>Title of programme(s)</b>	<b>PHILOSOPHY, ETHICS AND RELIGION</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	
<b>Duration and mode(s) of study</b>	<b>3 Years Full-Time / Equivalent Part-Time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2013</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>September 2017</b>
<b>UCAS course code &amp; code name</b>	<b>V520</b>
<b>Venue(s)</b>	<b>Leeds Trinity University Campus</b>

### 2. Aims of the programme

<p><b>Rationale and general aims</b></p> <p>Who am I? How should I live? Is religious belief credible in the 21st century and why is it still with us? If these questions excite you, our Philosophy, Ethics and Religion degree is the one for you.</p> <p>Through the disciplines of philosophy, ethics and religion, you'll engage with fundamental questions about human existence, values and beliefs. It's an interdisciplinary degree, so you'll learn how philosophy, ethics and religion all relate to each other, and enhance your understanding of each by studying them together. You'll get a foundation in all three disciplines and also be enabled to develop and explore your own interests.</p> <p>This degree will develop your skills of problem solving, critical and creative thinking, as well as your ability to engage with philosophical, ethical and religious questions in an independent and sophisticated way. Through its interdisciplinary approach you will learn respect for the views of others. You will undertake a professional work placement – in the UK or abroad – to help you to explore your future career opportunities. These may include working with schools, businesses, or religious bodies. So you'll be well prepared to teach or go on to further study in any of the three disciplines, as well as a wide range of other careers.</p>
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The programme aims to:

1. Develop philosophical approaches, particularly to the study of religion, beliefs and values in order to provide a basis for critical, analytical and interdisciplinary reflection on these and other topics, such as ideas about the nature of the world, human experience and the human person.
2. Promote a critical and analytical approach to key questions, positions, concepts and methods in the disciplines of philosophy, ethics and the academic study of religion, particularly in relation to the interaction and intersections of these disciplines.
3. Provide knowledge of the history and formation of the disciplines of philosophy, ethics and religious studies in order to facilitate an understanding of how they have conceptualised and problematized the questions and phenomena that they seek to study.
4. Develop an engagement with philosophical, ethical and religious questions in an interdisciplinary context, with the aim of promoting scholarly versatility, a fuller critical understanding of the topics studied and conceptual innovation in responding to them.
5. Foster skills and confidence in reading and engaging with the writings of major philosophical thinkers in ways that are intellectually rigorous and develop the integration of the knowledge gained into critical understanding and argument.
6. Foster knowledge and a reflective, critical understanding of multiple religious traditions (including Christianity, Buddhism, Judaism, Islam and Hinduism) including their texts, histories, beliefs and practices, combined with an appreciation of the diversity and complexity of each of these religions; and to enable the academic and philosophical appreciation and analysis of these religions.
7. Develop an awareness and empathetic understanding of the complexity and plurality of religious and nonreligious worldviews, beliefs and values existing in the modern world.
8. Encourage an awareness of the contribution of philosophical, ethical and religious ideas and values to public debates on ethical/moral, spiritual, environmental, cultural, social, scientific and political issues and thus an appreciation of the significance and importance of studying these ideas and values.
9. Enable students to develop their own positions and arguments on philosophical, ethical and religious questions and debates in dialogue with positions developed by other scholars and to develop the course of their own study in determining the religions and debates that they are to apply philosophical analysis to.
10. Foster skills appropriate to higher learning, including the ability to apply a variety of different critical methods in analysis and discussion; 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.
11. Produce graduates who can communicate effectively, in speech and writing; and who can present a clear and accurate account of a subject, observing scholarly conventions, organising relevant material coherently, and engaging with different viewpoints in a mature way.
12. Provide a sound basis for further study or training in a range of areas, such as philosophy and religious studies, including at postgraduate level; and provide students with opportunities to reflect on their future careers and on the relationship between varied religious traditions and work in modern society.
13. Produce graduates with an awareness of the global context and significance of philosophical, ethical and religious debates and an ability to engage empathetically with different cultures, values, worldviews and beliefs.
14. 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)**
- **key / transferable skills (T)**

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 a wide range of questions, positions, concepts and methods utilised in philosophy, ethics and religious studies, particularly those of significance in the philosophical study of religion, beliefs and values and the interdisciplinary context this entails.
- K2** Detailed knowledge of a wide range of historical and contemporary texts that have contributed to the formation and nature of the disciplines of philosophy, ethics and religious studies combined with the ability to relate these texts to relevant historical and socio-cultural contexts.
- K3** Detailed knowledge of a range of selected religious traditions (such as Christianity, Buddhism and Judaism), focussed on the philosophical and academic study of the texts, beliefs and value systems that they have produced.
- K4** Detailed knowledge of the contributions made by philosophical, ethical and religious ideas and positions to public debates on a range of ethical, environmental, cultural, social, scientific and political issues.
- I1** An ability to critically analyse and assess philosophical, ethical and religious concepts.
- I2** An ability to construct and analyse philosophical arguments and positions, particularly on issues relating to religious belief and values and in dialogue with other arguments and positions with a view to defining and solving problems.
- I3** An ability to apply philosophical and academic methods to the study of specific religions and value systems.
- I4** Ability to contribute in an informed, reasonable and reflective way to debate on a range of philosophical, ethical and religious topics, demonstrating a coherent knowledge of these and appreciations of a range of different perspectives on them acquired through active debate and deliberation.

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 objectives 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 requirements)

The programme content and objectives are congruent with the values affirmed in the QAA benchmark statement for Philosophy, Theology and Religious Studies (TRS).

The QAA benchmark statement on philosophy, for example, specifies that philosophy programmes, though diverse, typically include content such as: (3.1.i) philosophical questions about knowledge, God, mind and body and (4.2.i) 'The ideas and arguments of some of the major philosophers in the history of the subject, encountered in their own writings', which are considered in relation to contemporary debates and (3.1.iii) 'The study of philosophy's own history, including the investigation of its diverse traditions'. The content is studied with a view to illuminating (3.1.ii) 'particular areas of human practice and enquiry, such as...religion', and (2.2) with the aim being, 'to understand, and critically to question, ideas concerning the nature of reality, value and experience that play a pervasive role in understanding the world and ourselves.' Such content, with a focus on illuminating questions and ideas that have been of particular importance to religion and ethics, provides the material of the degree programme.

Philosophical degrees are seen as particularly shaped by a philosophical method, which is (2.4) 'a plurality of approaches, and the maintenance of distinct (though overlapping) traditions', which are (2.8) located in the humanities but extending to a wide range of intellectual enquiries. This is achieved through the interdisciplinary nature of the degree programme. Its focus is on critical thinking, including (2.6), 'asking questions, trying out and critically engaging with ideas, making and sharpening distinctions, inventing new vocabularies, criticising and reinterpreting major texts, examining issues that arise in the history of philosophy...constructing and assessing reasoned arguments, conducting thought experiments, or marshalling evidence from relevant sources.'

Regarding the components of theology and religious studies, the benchmark statement for TRS specifies that such 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 Philosophy, Ethics and Religion programme fulfils these specifications in relation to a significant array of positions and religious traditions and by the open-minded, critical and interdisciplinary methods and approaches to these that it aims to develop in students. The programme also aims to further the internationalisation strategy of Leeds Trinity. UNESCO has recognised the value of philosophy for providing a neutral ground and perspective for cross-cultural dialogue that is simultaneously empathetic (by its recognition of the contextuality of human rationality and the role of ideas in shaping culture) yet critically engaged. This will help to meet Aim 1 of the strategy, by appealing to students from a range of cultural and religious backgrounds who wish to study religion and culture in a neutral context outside of the confines of any single tradition. The modules in philosophy, which focus on continental philosophy and include components devoted to non-western, pre-modern and post-colonial philosophies should appeal to scholars and students working in Europe and globally. It will also foster 'a global perspective' (Aim 3) in that it will engage with non-western philosophies alongside western thought and encourage understanding of the ideas underpinning European and other civilisations beyond the boundaries of the national context. It will also help to demonstrate the global significance of debates in ethics, religion and the analysis of ideological, social, legal and economic systems.

#### 4. Learning outcomes for subsidiary award(s)

*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><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of at least 100 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 200 credits, students will have demonstrated, <b>in addition to the outcomes for a Certificate:</b></p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <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>The assessment strategy is designed so that each of these outcomes is</p>	<p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of at least 260 credits, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p>

addressed by more than one module over Levels 4, 5 & 6.

- 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 disciplines of philosophy, ethics and religious studies are spread across six distinct strands running through each level of the degree. Students begin by studying each of these strands to provide a firm foundation in all three disciplines, with options in later levels allowing students to continue with all of them or drop strands to focus on gaining a deeper knowledge and specialisation in particular areas, allowing freedom to develop individual perspectives on the subjects. The Philosophy and Philosophy of Religion strands are the core strands and will encourage students to develop critical approaches and to reflect on the intersections and interactions between the different disciplines.

The six strands are: philosophy; philosophy of religion; ethics; study of religion; religion in text and context; employability and independent study.

#### (1) Philosophical Studies (Core):

Level 4 TRS4512 Introduction to Philosophy: Questions and Concepts

Level 5 TRS5412 Modern Philosophy: Mind, Self and World

Level 6 TRS6342 The Future of Philosophy and The Philosophy of the Future

[and optional: HUM 6012 The Roots of Ideas: The Foundations of Western Thought]

#### (2) Philosophy of Religion (Core):

Level 4 TRS4102 Introduction to Philosophy of Religion

Level 5 TRS5422 Philosophy of Religion: Faith and Reason

Level 6 TRS6102 God in a Digital Age

#### (3) Ethics:

Level 4 TRS4202 Ethics: Theological and Philosophical

Level 5 TRS5202 Body: Bio-Ethics and Sexual Ethics

[and optional: TRS5442 Moral Theology: Catholic Social Teaching]

Level 6 TRS6202 Social Ethics

At Level 4, students will be introduced to the nature of ethical and moral deliberation, to objective and subjective approaches to moral questions, and to key themes in the understanding of value and moral decision making. This will equip students with a foundation in the key concepts and procedures in the discipline. Level 5 will look at specific questions in applied ethics, relating moral questions to the theories and methodologies explored in Level 4. At Level 6, students explore wider issues in relation to virtue, society and moral theory from a wider variety of perspectives, including philosophical perspectives (e.g. Plato and Aristotle's conception of justice) and various religious perspectives (e.g. different religious conceptions of virtue, business ethics, Catholic social teaching, etc.). The Philosophy and Philosophy of Religion strands (Core) will also support and further diversify this strand, introducing students to metaethical debates (e.g. about the nature of value, goodness, etc.) and to ethical issues that emerge from the philosophical exploration of subjectivity and selfhood (in the module, Mind, Self and World) and

the study of religion (e.g. engagement with ethics, society and diversity are explored in TRS6102).

(4) Study of Religion:

Level 4 TRS4522 World Religions: Texts and Traditions

Level 5 Optional: TRS5432 Varieties of Religious Experience

Level 6 Optional: TRS6802 Religions: Cultures and Complexities

(5) Religion in Text and Context

Level 4 TRS4502 Introduction to the Hebrew Bible

Level 5 Optional:

TRS5452 Ecclesiology and Liturgy

and/or TRS5502 Reading the New Testament

and/or TRS5902 Religions, Justice and Peacemaking

Level 6 TRS6312 The Christian Understanding of God

and/or TRS6442 Biblical Theology: Covenant and Prophecy

and/or TRS6402 Church in the World

and/or TRS6452 Theological Themes: Creation, Grace and New Creation

(6) Employability and Independent Study

Level 4 TRS4332 Professional Development and Placement

Level 5 TRS5782 Professional Development and Placement

Level 6 TRS6334 Dissertation in Philosophy, Ethics and Religion

Optional: TRS6432 Professional Placement

## 6. Structure

### **PHILOSOPHY, ETHICS AND RELIGION (Single Honours)**

**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 4502	Introduction to the Hebrew Bible	Sem 1	20 credits
TRS 4512	Introduction to Philosophy: Questions and Concepts	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 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**

Entry requirements: minimum 100 credits from Level 4

Core: Candidates are required to take:

TRS 5422	Philosophy of Religion: Faith and Reason	Sem 2	20 credits
TRS 5412	Modern Philosophy: Mind, Self and World	Sem 1	20 credits
<b>Choose 1 from:</b>			
TRS 5782	Professional Development and Placement	Sem 1 & 2	20 credits
TRS 5012	PDPM (Volunteering)	Sem 1 & 2	20 credits
Options: Candidates are required to choose 40 credits from:			
TRS 5202	Body: Bio-Ethics and Sexual Ethics	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 5502	Reading the New Testament	Sem 1	20 credits
TRS 5902	Religions, Justice and Peacemaking	Sem 2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society	Sem 1 & 2	20 credits
<b>Level 6</b>			
Entry requirements: minimum 100 credits from Level 5			
Core: Candidates are required to take:			
TRS 6202	Social Ethics	Sem 2	20 credits
TRS 6342	The Future of Philosophy & The Philosophy of the Future	Sem 2	20 credits
TRS 6334	Dissertation in Philosophy, Ethics and Religion	Sem 1 & 2	40 credits
Options: Candidates are required to take 40 credits from:			
TRS 6102	God in a Digital Age	Sem 1	20 credits
TRS 6442	Biblical Theology: Covenant and Prophecy	Sem 1	20 credits
TRS 6402	Church in the World	Sem 2	20 credits
TRS 6802	Religions: Cultures & Complexities	Sem 1	20 credits
HUM 6012	Roots of Ideas: 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

**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: a two-hour 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;
- tutorials and workshops to discuss material prepared by students, assigned reading and study skills;
- other exercises as appropriate to material and group;
- appropriate supporting use of ICT, including online discussion and research activities.



Visiting lecturers from inside or outside college may be used.  
Where appropriate and possible, study visits take place and are combined with fieldwork.

For the module *TRS6334 Dissertation in Philosophy, Ethics and Religion*, 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 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 a 10,000 word essay (*Dissertation in Philosophy, Ethics and Religion*) 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 the chosen module and permission must be sought from the members of the TRS staff in order to register for the dissertation. Workshops dealing with research skills relating to fieldwork are delivered as part of the independent study module and are also embedded in modules at earlier levels of the degree. A document outlining good practice in fieldwork, research and independent study is to be included in the TRS student handbook.

### *Progression*

Each strand of the programme is designed to ensure that as students progress from Level 4 to Level 6 they follow a coherent course of study and development. Level 4 provides a foundation in all of the strands, with options at Level 5 and 6 to focus on particular strands by dropping others or to continue to study all of the strands. The principle of progression is methodological and/or thematic, focussing on developing the concepts and methods utilised in each discipline to enable students to engage with increasingly complex debates and topics, or on thematising particular phenomena, such as religious scriptures or social practices, with different examples being studied at each level.

### *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 college (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 module *Dissertation in Philosophy, Ethics and Religion*, 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.

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 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. Portfolio assessment is particularly important in the philosophy modules in order to provide continual formative as well as summative feedback and the development of philosophical ways of thinking and analysing. This meets the QAA statement on philosophy, which indicates that learning and assessment should focus on enabling students to develop and reflect independently, 'to allow students to progress incrementally in the development of their philosophical understanding and capacities [and] in a progression from study with a greater degree of support and assistance to more independent and self-directed study.'

For these reasons, the different weighting and utilisation of different means of assessment across modules is deliberate, in order to allow students to engage with the modules in the most effective and appropriate means necessary and to foster flexibility in engagement on the part of students. Peer assessment of formative work aids 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 in order to provide clarity to students on what is expected in different modules. 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 <small>Shaded modules are core modules.</small>	Learning and teaching methods	Assessment				Teaching staff <small>(Module co-ordinator shown as first name, in <b>bold</b> script)</small>	Venue <small>(if not College premises)</small>
		Component form	Magnitude <small>(eg. 2,000 words or 2 hours)</small>	Weighting and/or Pass/Fail	Timing <small>(Semester &amp; indicative teaching week)</small>		
LEVEL 4							
<i>Level 4 Core</i>							
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	<b>Luke Fox</b>	
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	<b>Ann Marie Mealey</b>	
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	<b>Anna Piela</b>	
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	<b>Kirsteen Kim</b> <b>Hannah Hunt</b>	
TRS 4512 Philosophy: Questions and Concepts	Lecture Seminar and group work Guided independent study	Directed Activities  Essay Presentation	 2,000 words 10 mins	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2  Mid Sem 2 End-Sem 2	<b>Luke Fox</b>	
TRS 4522 World Religions: Texts and Traditions	Lecture Seminar, group work etc Guided independent study	Directed Activities  Essay Essay	 2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2  Mid-semester End of semester	<b>Suzanne Owen</b> <b>Anna Piela</b>	

## PART 2

LEVEL 5							
<i>Level 5 Core</i>							
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	<b>Ann Marie Mealey</b>	
TRS 5412 Modern Philosophy: Mind, Self and World	Lecture, Seminar, group work tutorial etc Guided independent study	Portfolio Essay	2,000 words (equivalent) 2,000 words	50% 50%	End of Semester. End of Semester	<b>Luke Fox</b>	
TRS 5422 Philosophy of Religion II: Faith and Reason	Workshop / seminar, Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of Semester. End of Semester	<b>Luke Fox</b>	
<i>Level 5 Option</i>							
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	<b>Anna Piela</b>	
TRS 5432 Varieties of Religious Experience	Lecture, workshop and seminar Guided independent study	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid-semester End of semester	<b>Suzanne Owen</b> 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	<b>Ann Marie Mealey</b> Patricia Kelly	
TRS 5502 Reading the New Testament	Lecture, seminar and group work. Guided independent study	Essay Portfolio	2,000 words 2,000 word equivalent	50% 50%	Mid-semester End of semester	<b>Kirsteen Kim</b>	
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	<b>Anna Piela</b>	

PART 2

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	<b>Kirsteen Kim</b>	
HUM 5902 Introduction to Spanish Language and 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	<b>Roberto Rodriguez- Saona</b>	
LEVEL 6							
<i>Level 6 Core</i>							
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	<b>Ann Marie Mealey</b>	
TRS 6334 Dissertation in Philosophy, Ethics and Religion	Workshop Tutorial Guided independent study	Essay	8,000 words	100%	End Sem 2	<b>Kirsteen Kim</b> All TRS staff as supervisors	
TRS 6342 The Future of Philosophy and The Philosophy of the Future	Seminars, group work, tutorial. Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of Semester Throughout Semester	<b>Luke Fox</b>	
<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	<b>Luke Fox</b>	
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	<b>Kirsteen Kim</b> Patricia Kelly	
TRS 6442 Biblical Theology: Covenant and Prophecy	Lecture Seminar, group work Guided independent study	Essay Timed Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	<b>Patricia Kelly</b>	
TRS 6802 Religions: Cultures and Complexities	Lecture Seminar, group work Guided independent study	Presentation Essay	0 minutes 2,000 words	50% 50%	Mid Semester End of Semester	<b>Kirsteen Kim</b>	

## PART 2

HUM 6012 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	<b>Rosemary Mitchell</b> Nathan Uglow	
HUM 6252 Professional Learning Through Work	Tutorial Telephone support Guided independent study	Proposal  Final Project and reflections Oral Presentation	1,000 word equivalent 3,00 word 10 minutes	Pass/fail  75% 25%	Start of academic year  Sem 2 Sem 2	<b>TBA</b>	

## 7c) Programme learning outcomes covered

Adjust LO codes as necessary. → 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
Shading in the module column indicates modules that are core, ie. All students on this programme will undertake these.	Methodological knowledge of PER	Knowledge of key texts in PER	Knowledge of selected religions	Knowledge of PER contributions to	Ability to analyse and assess PER	Ability to construct philosophical	Ability to apply philosophical and academic concepts	Ability to contribute to debate	Self-management	Teamworking	Business & Sector Awareness	Problem Solving	Communication	Application of Numeracy	Application of I.T.	Entrepreneurship	Social, Cultural, Civic Awareness
<b>Level 4</b>																	
TRS 4102																	
TRS 4202																	
TRS 4332																	
TRS 4502																	
TRS 4512																	
TRS 4522																	
<b>Level 5</b>																	
TRS 5202																	
TRS 5412																	
TRS 5422																	
TRS 5012																	
TRS 5432																	
TRS 5502																	
TRS 5902																	
TRS 5442																	
TRS 5782																	

HUM 5902	Grey	White	Grey	Grey	White	White	Grey	Grey	Grey	White	White	Grey	Grey	White	White	Grey	Grey
Level 6	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan
TRS 6202	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black
TRS 6334	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black
TRS 6342	Black	Black	White	Black	Black	Black	White	Black	Black	Black	White	Black	Black	White	Black	Black	Black
TRS 6102	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	White	Grey
TRS 6402	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	White	White	White	Grey
TRS 6442	Grey	Grey	Grey	White	White	White	Grey	White	Grey	Grey	White	Grey	Grey	White	Grey	White	Grey
TRS 6802	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	White	Grey	Grey	Grey
HUM 6012	White	White	White	White	White	White	White	White	Grey	White	White	White	Grey	White	White	White	Grey
HUM 6252	White	White	White	White	White	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	White	Grey	Grey	Grey



## 8. Entry requirements

**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) 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 the College's Assessment of Prior Learning (APL) procedures.

## 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 deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Standard regulations apply.

## 10. Prerequisites

**Details of modules which must be passed before enrolment on a module at a higher level**  
*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

None.

## 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 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.

### 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)