Form NP3

Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**School of Arts and Communication**
Academic Group *(or Cluster if clearer)*	**TRS**
Professional accreditation body *(if applicable)*	**N/A**
Final award *(eg. BA Hons)*	**BA Hons**
Title of programme(s)	**Philosophy, Ethics and Religion**
Subsidiary award(s) *(if any)*	**Certificate of Higher Education in Philosophy, Ethics and Religion** **Diploma of Higher Education in Philosophy, Ethics and Religion** **Ordinary Degree in Philosophy, Ethics and Religion**
Honours type *(Single / Joint / Combined)*	**Single**
Duration and mode(s) of study	**3 years full time**
Month/year of approval of programme	**May 2018**
Start date (this version) *(month and year)*	**September 2018**
Periodic review next due *(academic year)*	**2022-23**
JACS subject code(s) *(Level 3)* **(Please refer to HESA listing on AQO website)**	**V500 (33%), V520 (34%), V640 (33%)** **[HECOS: 100337 (33%), 100793 (34%), 100800 (33%)]**
UCAS course code & route code **(available from Admissions)**	**V520**
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	**PHERESH**
Delivery venue(s)	**Leeds Trinity University**

2. Aims of the programme

Rationale and general aims, including what is special about this programme *(from the student's and a marketing perspective)*

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This programme will enable students to explore fundamental questions about the meaning of existence, whether God exists, how we should behave and how society should respond to some of the most pressing religious and ethical questions of our times.

Through the disciplines of philosophy, ethics and religion, students will engage with fundamental questions about the self and how philosophers, ethicists and scholars of religion have attempted to engage with the question 'Who am I?' Students will be given the opportunity to explore questions of selfhood and the person from the perspective of philosophy, the perspective of the values that we should hold because we want to be a certain kind of person, and through the lens of religions.

The degree encourages critical engagement with the disciplines of philosophy, ethics and religion and enables students to engage in debate, dialogue and discussion about fundamental questions of existence, meaning, belief and value.

Students will be encouraged to develop a critical mind-set while being sensitive and empathetic towards diverse views and perspectives, not only from scholarly works but also from each other.

Students will also have the opportunity to foster skills in interpreting and writing about key philosophical figures and ethical issues and to reflect on what such perspectives might offer in light of religious traditions such as Christianity, Judaism, Islam and Hinduism.

The programme will help students to develop their own philosophical, ethical and religious stances particularly in relation to questions of the environment, the relationship between law and morality, business and sport. This will also foster skills appropriate to learning in higher education, including the skill of interpreting multiple positions or perspectives on a given topic using a range of sources and producing a coherent argument either in writing or in a presentation.

A core research module will allow students to learn about various methodological approaches to research and equip them to write dissertations and reports and do independent research in a scholarly, informed and ethical way. Students will be encouraged to adopt a critical but sensitive approach to diverse scholarly sources, opinions and findings, analyse the arguments and present their own stance on a particular topic or issue.

The work placement will help students to explore career possibilities and to apply subject specific knowledge to the workplace. This may include working in schools, charities, law firms, local or regional religious organisations and places of worship or doing a research project for an organisation such as Leeds City Council.

Staff teaching on this programme have a wide range of expertise which include Catholic Theology, indigenous religions, Druidry, Catholic Social Teaching and Christian ethics.

3.   Student learning outcomes of the programme

Learning outcomes in terms of:
- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

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

On successful completion of the programme students will have *demonstrated*

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Knowledge and understanding

K1 **Discipline knowledge**: a detailed knowledge and understanding of how the disciplines of philosophy, ethics and religion have contributed to our understanding of the self and how we should live in today's society.

K2 **Textual interpretation**: a detailed knowledge of key philosophical and religious texts and the ability to interpret and analyse these in a scholarly way.

K3 **Respectful debate:** The ability to engage sensitively with debates on meaning, experience, values and different religious perspectives and to construct an independent argument using relevant sources

K4 **Critical analysis and method:** The ability to critically analyse and assess philosophical, ethical and religious concepts and the ability to use methods of interpreting religions, assessing ethical issues and understanding philosophical texts that are used in the fields of philosophy, ethics and religion.

Intellectual / cognitive / thinking skills

I1 **Critical analysis of concepts**: an ability to critically analyse and assess philosophical, ethical and religious concepts.

I2 **Construction of arguments**: An ability to construct and analyse philosophical arguments and positions, particularly on issues relating to religious belief, the self and values in order to understand and reinterpret a perspective or put forward a new one.

I3 **Debating and argumentation**: An ability to contribute in an informed, reasonable and reflective way to debates 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 research, 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 an organisation, including concepts such as value for money, profitability and sustainability;

E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

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

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to any PSRB, employer or legislative requirements)

The Philosophy, Ethics and Religion programme is congruent with the subject benchmarks for Philosophy, Theology and Religious Studies:

http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf (2014)

http://www.qaa.ac.uk/en/Publications/Documents/SBS-philosophy-15.pdf (2015)

Both subject benchmark statements underline the importance of articulacy in identifying problems, weaknesses and proposing new solutions to a wide variety of debates.

Key skills identified include:
- The ability to interpret historical and philosophical texts from a variety of periods in history.
- The ability to use specialised philosophical language in debates and in written expression.
- The ability to understand complex arguments, interpret them and offer new interpretations or suggestions.
- The ability to construct credible arguments for or against a philosophical or religious or ethical claim.
- Precision of analysis and argument especially in relation to complex and/or controversial topics.
- Clarity and rigour in presenting arguments.
- The ability to understand the disciplines of philosophy and religious studies and to critically examine the presuppositions of the disciplines.

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate sources appropriate to the disciplines of Philosophy, Ethics and Religion; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the disciplines; iv) communicate the results of their work coherently; v) and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range of disciplinary techniques; iv) proficient communication of the results of their work; v) 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 & 6.	**Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; v) and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of a professional placement/s or school-based training placements.

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5.   Content

Summary of content by theme
(providing a 'vertical' view through the programme)

The Philosophy, Ethics and Religion programme is spread across five key strands: philosophy, ethics, religion, humanities and employability and research skills.

1) Philosophy
Level 4 TRS4512 *Introduction to Philosophy*
Level 5 TRS5412 *Mind, Self and World*
Level 5 (option) HUM5012 *Philosophy and Technology*
Level 6 HUM6032 *Modern Philosophy of the Person*
Level 6 HUM6012 (option) *Great Thinkers: Applying Political Ideas*

2) Ethics
Level 4 TRS4202 *Ethical Foundations*
Level 5 TRS5442 *Catholic Social Teaching*
Level 5 TRS5202 *Body: Bioethics and Sexual Ethics*
Level 6 TRS6202 *Applied Ethics*

3) Religion
Level 4 TRS4002 *Studying Religion*
Level 4 TRS4012 *Living Religions*
Level 4 TRS4502 *The Bible*
Level 5 (option) TRS5742 *Rites, Rituals and the Religious Quest*
Level 6 (option) TRS6802 *Religions, Cultures and Complexities*
Level 6 (option) TRS6922 *Religions in Leeds Bradford*

4) Humanities
Level 5 (option) HUM5022 *Religion and Politics*
Level 5 (option) HUM5902 *Spanish Language and Culture*
Level 6 (option) HUM6012 *Great Thinkers: Applying Political Ideas*
Level 6 (option) HUM6022 *Science and Religion*

5) Employability and Research Skills
Level 4 TRS4982 *Ethics, Society and Employability*
Level 5 TRS5782 *Professional Development and Placement*
Level 5 TRS5012 *Volunteering*
Level 5 HUM5032 *Researching Humanities*
Level 6 TRS6334 *PER Dissertation*
Level 6 HUM6252 *Professional Learning Through Work*

Level 4 students begin by studying foundation modules at Level 4 in philosophy, ethics and religion so that they gain key skills to enable them to progress through the degree programme. The philosophy module will equip students to understand key ideas about meaning, existence, logic and epistemology by reading key texts and constructing philosophical arguments about their relevance and meaning. The ethics module will introduce students to some of the foundational approaches to the search for truth and raise questions about the relationship between faith and morality. The religious studies modules will focus on giving students the opportunity to learn key methodological approaches to the study of religion as well as exegetical skills for interpreting the biblical texts in particular.

At Level 4 students will also be required to take on an integrated assessment project. This will be focussed around the learning outcomes of two modules (The Bible and Living Religions) and will encourage students to think more holistically about their programme and how modules are interconnected.

The core Philosophy strand introduces students to the work of key philosophical thinkers, from Socrates to the present day, through the developing theme of the person (agency and the self). This set of modules proceeds chronologically establishing philosophy as an active tradition of questioning and exploration. Each of these modules, also connects with other modules at its Level. The focus on ethics and values in Level 4 is reflected in the study of the self as an agent of ethical justice in classical and medieval philosophy. The focus on critical thinking in Level 5 is reflected in the theme of doubt and critical constructivism in early modern philosophy. The focus on active and creative research into applied ethical thought at Level 6 matches the self-reflective and applied nature of modern and contemporary philosophical activity. This pathway culminates in HUM6032 *Modern Philosophy of the Person*, covering modern movements such as phenomenology and existentialism, which draw upon ideas and concepts from the classical and early modern period, but develop them in more complex ways and within a more diverse cultural context - incorporating ideas more directly from the sciences, the arts and politics.

HUM5012 *Philosophy and Technology* will provide students with the opportunity to apply their philosophical learning to a specific topic area and to research this topic in considerable detail. The option modules offer the chance to engage in moral questions such as immigration, work, human dignity and the common good while TRS5782 *Rites, Rituals and the Religious Quest* will explore the worship patterns of various traditions and attempt to understand the rationale behind these practices and their significance for today's world. HUM5022 *Religion and Politics* will analyse the relationships between religion and politics by exploring one or more of issues such as: religion, conflict, violence and peacebuilding; the argument that politics in modernity has been secularised and the contrasting claim that the twenty first century is 'God's century'; separation between church and state, religion and democracy, religious freedom and toleration; religious belief as motivation and legitimation for political opinion and policy; religious identities, multiculturalism and interfaith relations.

The placement module will enable students to gain professional experience and to progress from Level 4 in relation to employability and work-based skills. The core research module HUM5032 *Researching Humanities* will provide key research skills to students as they prepare to undertake a Level 6 dissertation.

The final year of the programme offers core modules in philosophy and ethics as well as the opportunity to engage in the study of local religious traditions and sites and to understand these in a scholarly and informed way. Students will be encouraged to develop their own interests more clearly and to negotiate assessment tasks with their tutor in light of their own academic interests.

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Level 6 modules will also attempt to show students the limits of the disciplines of philosophy, ethics and religion and to make them aware that there are more questions to be asked in the ongoing development of these scholarly fields.

In short, the progression from Level 4 to Level 6 should be clear from the programme structure. Level 4 modules offer the foundational tools which students will need in Philosophy, Ethics and Relgion to proceed to analyse key questions and concepts in more depth at Level 5 before undertaking more focussed and specialised study at Level 6.

6. Structure

BA (Hons) PHILOSOPHY, ETHICS AND RELIGION

Duration: 3 years full-time
Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

TRS4202	Ethical Foundations	Sem 1	20 credits
TRS4002	Studying Religion	Sem 1	20 credits
TRS4512	Introduction to Philosophy	Sem 2	20 credits
TRS4502	The Bible	Sem 2	20 credits
TRS4012	Living Religions	Sem 2	20 credits
TRS4982	Ethics, Society and Employability	Sem 1 & 2	20 credits

Level 5 – with effect from September 2019

Core: Students are required to take:

TRS5412	Mind, Self and World	Sem 1	20 credits
HUM5032	Researching Humanities	Sem 2	20 credits

Core Option: Students are required to choose 20 credits from:

TRS5782	Professional Development and Placement	Sem 1 & 2	20 credits
TRS5012	Professional Development and Placement (volunteering)	Sem 1 & 2	20 credits

Option: Students are required to choose 60 credits from:

TRS5742	Rites, Rituals and the Religious Quest	Sem 1	20 credits
TRS5442	Catholic Social Teaching (not running 2019/20)	Sem 2	20 credits
TRS5202	Body: Bioethics and Sexual Ethics	Sem 2	20 credits
HUM5022	Religion and Politics	Sem 2	20 credit

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| HUM5012 | Philosophy and Technology | Sem 1 & 2 | 20 credits |
| HUM5902 | Spanish Language and Culture | Sem 1 & 2 | 20 credits |

Level 6 – with effect from September 2020

Core: Students are required to take:

HUM6032	Modern Philosophy of the Person	Sem 1	20 credits
TRS6202	Applied Ethics	Sem 2	20 credits
TRS6334	PER Dissertation	Sem 1 & 2	40 credits

Options:
Students are required to take 40 credits from:

TRS6802	Religions, Cultures and Complexities	Sem 1	20 credits
TRS6922	Religions in Leeds Bradford	Sem 2	20 credits
HUM6022	Science and Religion	Sem 1 & 2	20 credits
HUM6252	Professional Learning through Work	Sem 1 & 2	20 credits
HUM6012	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits

7.   Learning, teaching and assessment

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

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

The programme is designed to produce graduates, who have experience in combining academic knowledge and appropriate methods and theories for analysing world religions with research skills and professional practice. In particular, the programme provides modules in the core themes of the study of religions; the study of academic approaches to religions; Christian theology, research methods and professional practice. The programme is designed so that each of these strands supports and informs the others. The teaching will be mainly student-led with lecture input enabling discussion and debate in class seminars and workshops.

At Level 4 students will also be required to take on an integrated assessment project. This will be focussed around the learning outcomes of two modules (The Bible and Living Religions) and will encourage students to think more holistically about their programme and how modules are interconnected.

Assessment methods will vary according to the module level and the disciplines appropriate to the core themes. The assessed essay is the main method of assessment used throughout the scheme, as it 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. Blogs, Tweets and group presentations are also part of the assessment strategy for the programme and they show a stress on digital skills for students as well as training them to write for different media/audiences.

Clear, module-specific 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.

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.

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7b) Programme learning outcomes covered

LO codes ↓	Assessed learning outcomes of the programme — Skills development															
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	**K1** Discipline Knowledge	**K2** Textual Interpretation	**K3** Respectful Debate	**K4** Critical analysis and method	**I1** Critical analysis of concepts	**I2** Construct arguments	**I3** Debating and argumentation	**E1** Self-management	**E2** Teamworking	**E3** Business & sector awareness	**E4** Problem-solving	**E5** Communication	**E6** Application of numeracy	**E7** Application of IT	**E8** Entrepreneurship / enterprise	**E9** Social, cultural & civic awareness
HUM4982 Ethics, Society and Employability	■		■				■	■	■	■	■				■	■
TRS4202 Ethical Foundations	■		■	■	■	■	■	■			■					■
TRS4002 Studying Religion	■		■	■	■			■	■		■					■
TRS4512 Introduction to Philosophy	■	■	■	■	■	■	■	■			■	■				
TRS4502 The Bible	■	■		■		■		■			■					
TRS4012 Living Religions	■		■			■		■								■
TRS5412 Mind, Self and World	■	■	■	■		■	■	■			■					
TRS5782 Rites, Rituals and the Religious Quest	▒		▒		▒	▒	▒				▒	▒				▒
HUM5012 Philosophy and Technology	▒	▒			▒			▒			▒	▒				
HUM5902 Spanish Language and Culture		▒			▒							▒				▒
TRS5782 Professional Development and Placement								■	■	■	■	■		■	■	
HUM5032 Researching Humanities	■		■	■							■		■			
HUM5022 Religion and Politics	▒		▒	▒	▒	▒						▒				▒
TRS5442 Catholic Social Teaching **(not running 2019/20)**	▒	▒	▒	▒	▒	▒	▒					▒				▒
TRS5202 Body: Bioethics and Sexual Ethics	▒	▒	▒	▒	▒	▒						▒				▒

Module
TRS6334 PER Dissertation
HUM6032 Modern Philosophy of the Person
TRS6802 Religions, Cultures and Complexities
HUM6022 Science and Religion
HUM6252 Professional Learning through Work
TRS6202 Applied Ethics
TRS6922 Religions in Leeds Bradford
HUM6012 Great Thinkers: Applying Political Ideas

8.   Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). 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, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website. Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9.   Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which _must_ be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
Undergraduate Taught Course Academic Regulations apply.

10.   Prerequisites

Details of modules which _must_ be passed before enrolment on a module at a higher level
None

11.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.