



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	School of Arts and Communication
Academic Group (<i>or Cluster if clearer</i>)	Theology and Religious Studies
Professional accreditation body (<i>if applicable</i>)	N/A
Final award (<i>eg. BA Hons</i>)	BA Hons
Title of programme(s)	Theology and Religious Studies
Subsidiary award(s) (<i>if any</i>)	Certificate of Higher Education in Theology and Religious Studies Diploma of Higher Education in Theology and Religious Studies Ordinary Degree in Theology and Religious Studies
Honours type (<i>Single / Joint / Combined</i>)	Single
Duration and mode(s) of study	3 Years
Month/year of approval of programme	May 2018
Start date (<i>this version</i>) (<i>month and year</i>)	September 2018
Periodic review next due (<i>academic year</i>)	2022-23
JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website)	V610 (50%), V620 (50%) [HECOS 100340 (50%), 100339 (50%)]
UCAS course code & route code (available from Admissions)	V620
SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration)	THRELSH
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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Theology and Religious Studies offers the opportunity to study people and their religious traditions.

The Theology component of the programme focuses more specifically on Christianity, its sources, its history, its values and its doctrines. Students will study a range of modules which will enable them to examine the history and origins of religions, methods of approaching the study of religions and gain the skills to interpret the scriptural sources of a selection of religions.

Students will also be challenged to think about what values are embedded in religious traditions and engage with key philosophical questions concerning the meaning of life, where our values come from, what difference a religion makes to the search for truth and understanding as well as enquiring about how belief in God might shape our ethical actions and/or norms.

In particular, the Theology modules will enable students to engage with the biblical texts and their socio-historical context. Students will learn the skills of empathy as they engage with ancient texts and sources in order to understand key themes such as prophesy, covenant, salvation and creation. Other modules in the Theology strand will focus on key Christological debates that have shaped the Christian creeds, doctrines and worship practices. These modules will enable students to gain a detailed knowledge of the foundational beliefs of the Christian tradition as well as give them the opportunity to see how these beliefs have been embodied and represented in art, literature, and music.

The core Religious Studies modules will enable students to engage with the ways in which differing religious traditions understand rites of passage, initiation, prayer and worship. In addition, these modules will equip students with key sociological and anthropological methods that can be used to study and understand religions and cultures. Particular attention is paid to the academic study of the relationship of religious belief and practice to various socio-political contexts, and the way internal variations in religious customs inform the landscape of the 21st century. Students will also be given the opportunity to engage with local sites and religious traditions in Leeds/Bradford and to engage with sensitivity and understanding with diverse places of worship.

A core research module at Level 5 allows students to learn about various methodological approaches to research and equip them to write dissertations in Level 6 and carry out independent research in a scholarly, informed and ethical way. Students will be encouraged to adopt a critical but sensitive approach to a range of 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, inter-faith and peace studies centres, the local diocese or doing a research project for an organisation.

In short, the programme is designed in such a way that Level 4 modules give students the opportunity to develop key skills for the study of Theology and Religious Studies, which are foundational to the degree programme as a whole. Level 5 modules build upon the Level 4 skill set and encourage students to develop more research skills and specific knowledge about religious traditions, rites of passage and philosophical questions in relation to technology in particular. Level 6 modules are more student-led and offer students the opportunity to focus on a topic of their own choice through the dissertation module as well as studying local religions in depth as well as key philosophical thinkers that underpin philosophical thought. The progression from Level 4 to Level 6 in each of the strands: 1) the study of religions; 2) Christian Scriptures and Tradition; 3) Philosophy and Ethics; 4) Research Skills and Professional Practice shows that students progress from the foundations of the disciplines to more focussed and specific questions

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and concepts that encourage them to develop as independent learners and competent researchers in their respective fields of interest.

Staff teaching on this programme have a wide range of expertise which includes 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*

Knowledge and understanding

- K1 **Knowledge of religious traditions:** Detailed knowledge of religious traditions and the appropriate methodological skills to analyse practices, beliefs and values held by particular traditions.
- K2 **Knowledge of Religious Texts:** The ability to interpret, use and understand the socio-historical context in which texts have been written. Ability to engage sensitively with foundational religious texts and an understanding of how they inform contemporary beliefs or practices.
- K3 **Knowledge of Key Doctrines:** Knowledge of why religious traditions pray, worship or behave in particular ways. Knowledge of key historical debates that may have led to a key or foundational belief of a particular tradition.
- K4 **Knowledge of the formation of the study of religion:** Detailed knowledge of a wide range of historical and contemporary texts that have contributed to the formation of religious studies combined with the ability to relate theoretical and methodological insights to relevant historical and socio-cultural contexts.

Intellectual / Cognitive / Thinking skills

- I1 **Debates in Religions:** An understanding of contributions made from within religious traditions to discussions about the nature of God, meaning of life, religious practices and ethical values pertaining to immigration, work and the environment.
- I2 **Application of Methods and Theories:** The ability to apply methodological approaches to the study of religion and to engage sensitively with ethical and theoretical issues that pertain to religion, culture or society.
- I3 **Critical Analysis and Scholarly Argument:** Ability to interpret various arguments pertaining to key religious, historical, ethical or philosophical debates in the discipline of religious studies and to construct a scholarly argument using appropriate sources and

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evidence. Ability to engage with contentious issues in a scholarly, sensitive and informed way.

- I4 **Knowledge of the Limits of the Discipline:** An understanding of where the discipline might need more development and/or research and a knowledge of the ongoing attempts to discuss, develop and provide new insights into the subject area.

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.

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3a External benchmarks

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

The programme content and objectives are congruent with the QAA benchmark statement for Theology and Religious Studies (2014):

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

The programme is congruent in the following ways:

- 1) It stimulates debates and dialogue about diverse religious traditions and cultures across the world.
- 2) It enables detailed study of religious rites, rituals and worship patterns.
- 3) It offers the opportunity to engage with the artistic, ethical, philosophical, socio-political aspects of traditions.
- 4) It opens up an awareness of the plurality of traditions in society.
- 5) It fosters open discussion and dialogue about conflict, plurality, meaning and values.
- 6) It fosters empathetic and critically reflective practice about traditions and their wider social and geographic contexts.
- 7) It encourages the use of methodological approaches to the study of religion and analyses of key texts and sources that demonstrate the nature, origin or beliefs of a tradition.

4. Learning outcomes for subsidiary awards

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</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> <ol style="list-style-type: none"> i) interpret and evaluate sources appropriate to the disciplines of Theology and Religious Studies; 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; v) and will have had specific opportunities to display transferable skills relevant to employment related to the discipline. <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>

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<p>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>	<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; 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. <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; 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

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p> <p>The Theology and Religious Studies programme enables students to develop discipline specific skills and professional experience in four key discipline areas; Christian Scriptures and Tradition; Religious Studies; Philosophy and Ethics and Research Skills and Professional Development.</p> <p>The programme is designed to deliver these skills through vertical strands that provide a means of developing skills and knowledge across all three years of undergraduate study.</p> <p>(1) The Study of Religions Level 4 TRS4002 <i>Studying Religion</i> Level 4 TRS4012 <i>Living Religions</i> Level 5 TRS5742 <i>Rites, Rituals and the Religious Quest</i> Level 5 (option) HUM5022 <i>Religion and Politics</i> Level 6 TRS6802 <i>Religions, Cultures and Complexities</i> Level 6 TRS6922 <i>Religions in Leeds Bradford</i></p> <p>(2) Christian Scriptures and Tradition Level 4 TRS4502 <i>The Bible</i> Level 5 TRS5312 <i>Imagining the Divine</i></p>

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Level 6 TRS6452 *Narratives in Theology*

(3) Philosophy and Ethics

Level 4 TRS4202 *Ethical Foundations*

Level 4 TRS4512 *Introduction to Philosophy*

Level 5 (option) HUM5012 *Philosophy and Technology*

Level 5 (option) HUM5022 *Religion and Politics*

Level 5 (option) TRS5442 *Catholic Social Teaching*

Level 6 (option) HUM6022 *Science and Religion*

Level 6 (option) HUM6012 *Great Thinkers: Applying Political Ideas*

Level 6 TRS6202 *Applied Ethics*

(4) Research Skills and Professional Practice

Level 4 TRS4982 *Ethics, Society and Employability*

Level 5 HUM5032 *Researching Humanities*

HUM5902 *Spanish Language and Culture*

Level 5 TRS5782 *Professional Development and Placement*

Level 5 TRS5012 *Volunteering*

Level 6 TRS6004 *TRS Dissertation (40 credits)*

Level 6 HUM6252 *Professional Learning Through Work*

6. Structure

BA (Hons) Theology and Religious Studies

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

TRS4002	Studying Religion	Sem 1	20 credits
TRS4202	Ethical Foundations	Sem 1	20 credits
TRS4012	Living Religions	Sem 2	20 credits
TRS4502	The Bible	Sem 2	20 credits
TRS4512	Introduction to Philosophy	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 take:

TRS5312	Imagining the Divine	Sem 1	20 credits
TRS5742	Rites, Rituals and the Religious Quest	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	Volunteering	Sem 1 & 2	20 credits

Options: Students are required to take 40 credits from:

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TRS5442	Catholic Social Teaching (not running 2019/20)	Sem 2	20 credits
HUM5022	Religion and Politics	Sem 2	20 credits
HUM5012	Philosophy and Technology	Sem 1 & 2	20 credits
HUM5902	Spanish Language and Culture	Sem 1 & 2	20 credits

Level 6 – for 2018/19 only**Core:** Students are required to take:

TRS6922	Religions in Leeds Bradford	Sem 2	20 credits
TRS6004	Religion Dissertation	Sem 1 & 2	40 credits

Options: Students are required to take 40 credits from:

TRS6012	The Self in Contemporary Philosophy	Sem 1	20 credits
TRS6802	Religions, Cultures and Complexities	Sem 1	20 credits
TRS6022	Negotiated Study	Sem 1 & 2	20 credits
HUM6252	Professional Learning Through Work	Sem 1 & 2	20 credits
HUM6022	Science and Religion	Sem 1 & 2	20 credits

Level 6 – with effect from September 2020**Core:** Students are required to take:

TRS6452	Narratives in Theology	Sem 1	20 credits
TRS6922	Religions in Leeds Bradford	Sem 2	20 credits
TRS6004	TRS Dissertation	Sem 1 & 2	40 credits

Options: Students are required to take 40 credits from:

TRS6802	Religions, Cultures and Complexities	Sem 1	20 credits
TRS6202	Applied Ethics	Sem 2	20 credits
HUM6252	Professional Learning Through Work	Sem 1 & 2	20 credits
HUM6022	Science and Religion	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 Theology and Religious Studies programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that you are co-creators of your own learning and providing the skills and understanding required for students 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.

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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 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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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

There are no prerequisites on the programme.

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.