

Programme Specification

With effect from: September 2023

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1 Programme name and award

This programme specification relates to the following award(s)

BA (Hons) Philosophy, Ethics and Religion
BA (Hons) Philosophy, Ethics and Religion with Foundation Year

2 Aims of the programme

Rationale and general aims, including what is special about this programme

The Philosophy, Ethics and Religion degree at Leeds Trinity University will allow you to explore critical and wide ranging topics across philosophy, ethics, and religious studies. The degree programme will encourage you to examine foundational underpinnings across these three individual disciplines whilst also exploring the relationship that exists between them. Progressing through the levels, the programme will allow students to develop the knowledge, understanding and skills to apply a range of disciplinary concepts into contemporary context.

The three strands of the degree programme will encourage you to develop an ability to consider significant issues in contemporary societies through a critical lens. These include investigations into the following:

Philosophy: metaphysics of self and the world, epistemology, political theory, critical thinking and logic, philosophy of religion

Ethics: normative theory, applied ethics, Christian ethics, social justice and metaethics

Religious Studies: categorisations of religion (including in law and the media),

science and religion, cultural debates in religion, methodology and fieldwork in religious studies, global religions, local religions and indigenous religions. The programme will also stay abreast of the latest developments in religious education in schools through collaboration with local partners, LTU's PGCE in RE, and other appropriate stakeholders and experts.

In these subjects, students will engage critically with core texts and concepts, and develop arguments for their own answers to the questions that arise from them. In addition, there are opportunities to carry out original research using sociological and anthropological methods and analysis. Students will also be encouraged to engage in debate and discussion with peers and tutors on key issues in these topics. In short, this programme is built around the view that philosophy, ethics, and religious studies are learned best not just by reading the works of others, but by *doing* philosophy, ethics, and religious study.

This programme has been developed to ensure that it is contemporary, relevant and forward-looking. LTU is committed to developing employability skills and to these ends provides placements and professional challenges for all students. This PER programme is sensitive to the importance of employability and is vocal about how PER can inculcate valuable employability skills into its students.. At L4 students will have the opportunity to either take part in a 'professional challenge' run by the university in collaboration with local partners and employers, alternatively they may do a work placement. At levels 5 and 6 students will be required to do two work placements as part of their Professional Placement (CYP5015) and Professional Learning Through Work (CYP6035) modules. The modules for the programme embed socially relevant content which appeals to students and have tangible pathways towards future employment and graduate opportunities; the content, teaching styles and assessment methods are inclusive, flexible and diverse, which helps meet attainment-gap goals and address social injustices.

3 Level Learning Outcomes and Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable students to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for their level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of students' overall performance at a level.

To progress to the next level, or to receive an award, students will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes – BA (Hons) Philosophy, Ethics and Religion

Level 4	
K1	Discipline knowledge: a foundational knowledge and understanding of how the disciplines of philosophy, ethics and religion have contributed to our understanding of the self, society, and moral values.
K2	Textual interpretation: a familiarity with key philosophical and religious texts and with tools for the scholarly interpretation and analysis of those texts.
K3	Respectful debate: an awareness of the skills necessary for engaging sensitively with debates on meaning, experience, values and different religious perspectives and for constructing an independent argument using relevant sources.
K4	Critical analysis and method: an awareness of the skills necessary for critical analysis and assessment of philosophical, ethical and religious concepts and of methods of interpreting religions, assessing ethical issues and understanding philosophical texts that are used in the fields of philosophy, ethics and religion.
I1	Critical analysis of concepts: a rudimentary ability to critically analyse and assess philosophical, ethical and religious concepts.
I2	Construction of arguments: a rudimentary 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: a rudimentary ability to contribute in an informed, reasonable and reflective way to debates on a range of philosophical, ethical and religious topics, demonstrating some knowledge of these and appreciations of a range of different perspectives on them acquired through research, active debate and deliberation.
Level 5	
K1	Discipline knowledge: a reasonable knowledge and understanding of how the disciplines of philosophy, ethics and religion have contributed to our understanding of the self, society, and moral values.
K2	Textual interpretation: a knowledge of key philosophical and religious texts and of tools for the scholarly interpretation and analysis of those texts, including translation issues.
K3	Respectful debate: the skills necessary for engaging sensitively with debates on meaning, experience, values and different religious perspectives and for constructing an independent argument using relevant sources.
K4	Critical analysis and method: the skills necessary for critical analysis and assessment of philosophical, ethical and religious concepts and of methods of interpreting religions, assessing ethical issues and understanding philosophical texts that are used in the fields of philosophy, ethics and religion.
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.
Level 6	

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, society, and moral values.
K2	Textual interpretation: a detailed knowledge of key philosophical and religious texts and of tools for the scholarly interpretation and analysis of those texts, including translation issues.
K3	Respectful debate: advanced skills necessary for engaging sensitively with debates on meaning, experience, values and different religious perspectives and for constructing an independent argument using relevant sources.
K4	Critical analysis and method: advanced skills necessary for critical analysis and assessment of philosophical, ethical and religious concepts and of methods of interpreting religions, assessing ethical issues and understanding philosophical texts that are used in the fields of philosophy, ethics and religion.
I1	Critical analysis of concepts: a sophisticated ability to critically analyse and assess philosophical, ethical and religious concepts.
I2	Construction of arguments: a sophisticated 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 advanced ability to contribute in an informed, reasonable and reflective way to debates on a range of philosophical, ethical and religious topics, demonstrating a secure knowledge of these and appreciations of a range of different perspectives on them acquired through research, active debate and deliberation.

Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

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	Team-working – 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 and use 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.

4 External Benchmarks

Statement of congruence with the relevant external benchmarks	
The Philosophy, Ethics and Religion programme is congruent with the subject benchmarks for Philosophy and Theology and Religious Studies:	
Philosophy: Subject Benchmark Statement: Philosophy (qaa.ac.uk)	
Theology and Religious Studies: Subject Benchmark Statement: Theology and Religious Studies - The Basics (qaa.ac.uk)	
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:	
<ul style="list-style-type: none"> • The ability to interpret historical, religious and philosophical texts from different historical periods and traditions. • 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, ethics and religious studies, and to critically examine their presuppositions. 	

5 Indicative Content

Summary of content by theme
Each strand of the programme – philosophy, ethics and religion – can be studied at each level with a range of options in the final year allowing students to specialise.

Philosophy

In first year, you will become acquainted with some central questions in philosophy (e.g. What is the self? What is knowledge? What is the nature of reality?), as well as with key concepts in logic and reasoning (e.g. validity, soundness, consistency). By engaging with these topics, you will begin to develop essential skills in philosophical analysis and argumentation—skills that you will apply and refine throughout your three years of study. Then, in second and third year, you will continue to study topics in metaphysics and epistemology; you will also have the option to study subdisciplines outside these domains, such as political philosophy and philosophy of religion.

Ethics

In first year, you will become acquainted with some foundational approaches to normative theory and with questions about the relationship between faith and morality and then applying these to ethical debates, e.g. in law, the environment, criminal justice and sexual ethics. In second year, you will reflect on approaches to social justice, applying these reflections to ‘real-world’ case studies in, for instance, sport, education, religion, and politics. Finally, in third year, you will be introduced to some of the high-level debates in metaethics, such as relativism, naturalism, realism and so on.

Religion

In the first year you will become acquainted with the academic study of religion and spirituality as categories of analysis (e.g. What is religion? What is *not* religion?) and the study of key concepts in global religions (e.g. in Islam and Hindu traditions as well as lesser-known ones such as Daoism). In addition, you will be able to employ social research methods to carry out your own original research and gain a variety of digital skills for presenting your research. In the second year, you will be studying religions in their local contexts, including visits to religions in the region. They will also study debates on and within religion and science. In the final year, you have the option to study indigenous religions, e.g. Native American and African traditions, as well as recent debates on cultural appropriation.

Employability and research skills

In first year, you will gain confidence in developing critical thinking skills and applying logic that can be applied throughout your programme of study and beyond. In second year, you will develop your research skills and undertake a work placement where you can apply the skills and subject knowledge gained so far. In the final year, you will continue to develop your research skills for the dissertation on a topic of your choice related to your programme of study. You will also be able to progress in your work-based learning through the Professional Learning Through Work module which helps you to further develop skills for a career of your choice. Embedded Skills and Careers sessions are included in the module schedule for some modules where appropriate.

You will also as part of PER4013 Ethical Foundations gain an opportunity to do either a work placement or an Employer Challenge based around sustainability goals. Students will be given tasks centrally in order to complete this component of module and will be required to pass this element in order to progress to Level 5. Details of this aspect of the module will be provided and sessions will be offered to students to support with this.

In Level 5, the research skills and abilities of students will be enhanced further in PER5025 Research Skills in Philosophy, Ethics and Religion. This module is tailored around each student’s individual research needs and abilities, and makes clear links between academic research skills and their deployment in professional settings. This meets both employability and research skill needs.

6 Programme Structure

Programme Structure – BA (Hons) Philosophy, Ethics and Religion

Duration	3 years full-time		
Total credit rating	360 (180 ECTS)		
Level 4 – With effect from: September 2023			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
PER4013	Ethical Foundations	Year-long (Semester 1 & 2)	30
PER4023	Introduction to Philosophy	Year-long (Semester 1 & 2)	30
PER4033	Studying Religion and Spirituality	Year-long (Semester 1 & 2)	30
PER4015	Critical Thinking and Logic	Semester 2	15
PER4025	Key Concepts in Global Religions	Semester 1	15
Level 5 – With effect from: September 2023			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
PER5013	Mind, Self and World	Year-long (Semester 1 & 2)	30
PER5023	Fieldwork in Religious Studies	Year-long (Semester 1 & 2)	30
PER5015	Understanding Social Justice	Semester 1	15
PER5025	Researching Skills in Philosophy, Ethics and Religion	Semester 2	15
CYP5045	Professional Placement	Semester 2	15
PER5045	Science and Religion	Semester 1	15
Level 6 – With effect from: September 2023			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
PER6013	Dissertation in PER	Year-long (Semester 1 & 2)	30
CYP6035	Professional Learning Through Work	Year-long (Semester 1 & 2)	15

Options: You are required to choose 75 credits from the following modules			
Module Code	Module Title	Semester	Credits
PER6055	Metaethics	Semester 2	15
PER6065	Modern Philosophy	Semester 1	15
ENG6515	Sexuality Studies	Semester 1	15
PER6025	Political Philosophy	Semester 1	15
PER6035	Indigenous Religions and Cultural Appropriation	Semester 2	15
PER6075	Philosophy of Religion	Semester 2	15

7 Pre-requisites

Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

N/A

8 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

The teaching and learning methods for this course are underpinned by programme strategy that aligns with Leeds Trinity University Learning, Teaching and Academic Experience Strategy (LTAE 2022-2026) in that it aims to transform the way we work co-creatively with students, how we connect them and our learning and teaching with the outside world and societal issues and support all our learners on a personalised, values-based and career-led journey through their studies. Students will be taught in a variety of methods including problem-based learning using case studies, reflective practice workshops, flipped classrooms; traditional lectures; including participatory workshops which utilise co-creative exercises that will also influence learning and teaching methods. Additional online material will be supplemented using a variety of media and resources, ranging from videos and selected textbooks and articles. The teaching will be face to face and online tutorials may be used to support student progression. Guest speakers will be used to develop and deepen understanding on specific topics. The practice of relational pedagogy and person-centred planning will be showcased by staff in their delivery style. Further detail on the specific teaching and learning including how these have been developed in response to student feedback, can be found in the programme and module handbook.

9 Entry requirements

Do the University's standard entry requirements apply?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	N/A

10 Additional support needs

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.

Programme-specific requirements / unavoidable restrictions on participation in the programme
N/A

11 Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent Faculty	Health, Wellness and Life Sciences
School	School of Children, Young People and Families
Professional accreditation body	N/A
Final award	BA (Hons)
Title of programme(s)	Philosophy, Ethics and Religion
Subsidiary award(s)	Certificate of Higher Education in Philosophy, Ethics and Religion Diploma of Higher Education in Philosophy, Ethics and Religion BA (Ordinary) Philosophy, Ethics and Religion
Honours type	Single
Duration and mode(s) of study	3 years full-time

Month/year of approval of programme	August 2023
Periodic review due date	2028/29
HECoS subject code(s)	100337 Philosophy (33%), 100793 Ethics (34%), 100803 Comparative Religious Studies (33%)
UCAS course code(s)	V520
SITS route codes	PHERESH
Delivery venue(s)	Leeds Trinity University

12 Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Employability Outcomes at each level of study. However, all Employability Outcomes will have been assessed by the end the programme.

Level 4	Assessed level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	I1	I2	I3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Discipline knowledge	Textual Interpretation	Respectful Debate	Critical Analysis and Method	Critical Analysis of Concepts	Construction of Arguments	Debating and Argumentation	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
PER4013 Ethical Foundations																
PER4023 Studying Religion and Spirituality																
PER4033 Introduction to Philosophy																
PER4015 Critical Thinking and Logic																
PER4025 Key Concepts in Global Religions																

Level 5	Assessed level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	I1	I2	I3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Discipline knowledge	Textual Interpretation	Respectful Debate	Critical Analysis and Method	Critical Analysis of Concepts	Construction of Arguments	Debating and Argumentation	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
PER5013 Mind, Self and World																
PER5023 Fieldwork in Religious Studies																
PER5015 Understanding Social Justice																
PER5025 Research Skills in Philosophy, Ethics and Religion																
CYPF5015 Professional Placement																
PER5045 Science and Religion																

Level 6	Assessed level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	I1	I2	I3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Discipline knowledge	Textual Interpretation	Respectful Debate	Critical Analysis and Method	Critical Analysis of Concepts	Construction of Arguments	Debating and Argumentation	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
PER6013 Dissertation in PER																
CYP6035 Professional Learning through Work																
PER6055 Metaethics																
PER6065 Modern Philosophy																
PER6025 Political Philosophy																
PER6075 Philosophy of Religion																
PER6035 Indigenous Religions and Cultural Appropriation																
ENG6515 Sexuality Studies																