



PROGRAMME SPECIFICATION

1. General information

| | |
|--|---|
| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| Professional accreditation body | |
| Final award | BA (Honours) |
| Title of programme(s) | Philosophy, Ethics and Religion |
| Subsidiary award(s) | |
| In the case of a Scheme of Study, the other Scheme(s) with which it may be combined | |
| Duration and mode(s) of study | 3 Years Full-time / Equivalent Part-time |
| Start date (this version) | September 2014 |
| Periodic review next due | AY 2018/19 |
| UCAS course code & code name | V520 |
| Venue(s) | Leeds Trinity University Campus |

2. Aims of the programme

| |
|---|
| Rationale and general aims |
| <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> <p>The programme aims to:</p> <ol style="list-style-type: none"> 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.
- E1** **Self-management** – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
- E2** **Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- E3** **Communication and literacy** – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
- E4** **Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
- E5** **Enterprise** - an ability to demonstrate an innovative approach, creativity, collaboration, team working and risk taking. Skills appropriate to effective interdisciplinary and team work, including ability to reflect on and engage with views different from their own and apply concepts across a range of disciplines.
- E6** **World of work /business** – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.
- E7** **Teamworking** – an ability to work effectively as part of a team, utilising the requisite organisational and communication skills to set and achieve assigned objectives.
- E8** **Numeracy** – demonstrate the ability to process numbers, work with statistics and interpret graphs and charts.
- 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

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 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 addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p> | <p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of at least 100 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of at least 200 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of at least 260 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p> |

5. Content

| Summary of content by theme (providing a 'vertical' view through the programme) |
|---|
| <p>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 strand is the core strand and will encourage students to develop critical approaches and to reflect on the intersections and interactions between the different disciplines.</p> <p>The six strands are: philosophy; philosophy of religion; ethics; study of religion; religion in text</p> |

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 (optional)

(3) Ethics:

Level 4 TRS 4202 *Ethics: Theological and Philosophical*

Level 5 TRS 5202 *Body: Bio-Ethics and Sexual Ethics*

[and optional: TRS 5442 *Moral Theology and Catholic Social Teaching*]

Level 6 TRS 6202 *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 TRS 6102).

(4) Study of Religion:

Level 4 TRS 4522 *World Religions: Texts and Traditions*

Level 5 Optional: TRS 5432 *Varieties of Religious Experience*

Level 6 Optional: TRS 6802 *Religions: Cultures and Complexities*

(5) Religion in Text and Context

Level 4 TRS 4502 *Introduction to the Hebrew Bible*

Level 5 Optional:

TRS 5452 *Ecclesiology and Liturgy*

and/or TRS 5502 *Reading the New Testament*

and/or TRS 5902 *Religions, Justice and Peacemaking*

Level 6 TRS 6312 *The Christian Understanding of God*

and/or TRS 6442 *Biblical Theology: Covenant and Prophecy*

and/or TRS 6402 *Church in the World*

and/or TRS 6452 *Theological Themes: Creation, Grace and New Creation*

(6) Employability and Independent Study

Level 4 TRS 4532 *Group Project*

Level 5 TRS 5782 *Professional Development and Placement*

Level 6 TRS 6334 *Dissertation in Philosophy, Ethics and Religion*

Optional: TRS 6432 *Professional Placement*

6. Structure

BA (Hons) 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 4532 | TRS Group Project | Sem 2 | 20 credits |

Level 5

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 |
| TRS 5202 | Body: Bio-Ethics and Sexual Ethics | Sem 2 | 20 credits |
| TRS 5782 | Professional Development and Placement | Sem 1 & 2 | 20 credits |

Options: Candidates are required to choose 40 credits from:

| | | | |
|----------|---|-----------|------------|
| TRS 5432 | Varieties of Religious Experience | Sem 1 | 20 credits |
| TRS 5442 | Moral Theology and Catholic Social Teaching | Sem 1 | 20 credits |
| TRS 5452 | Ecclesiology and Liturgy | Sem 2 | 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 |

Level 6

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 6432 | Professional Placement | Sem 1 & 2 | 20 credits |
| TRS 6442 | Biblical Theology: Covenant and Prophecy | Sem 1 | 20 credits |
| TRS 6452 | Theological Themes: Creation and Grace | Sem 2 | 20 credits |
| TRS 6102 | God in a Digital Age | 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 |

7. Learning, teaching and assessment

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

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 the university may be used.

Where appropriate and possible, study visits take place and are combined with fieldwork.

For the module TRS 6334 *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 levels 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 the university (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 | Learning and teaching methods | Assessment | | | | Teaching staff (Module co-ordinator shown as first name, in bold script) | Venue (if not University premises) |
|--|--|---|---|----------------------------|---|--|---------------------------------------|
| | | Component form | Magnitude (eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| Level 4 Core | | | | | | | |
| TRS 4102 Introduction to Philosophy of Religion | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 6 entries, each of 300-400 words | 2,000 words 2,000 words | 50% 50% | End of semester Throughout semester | Luke Fox | |
| TRS 4202 Ethics: Theological and Philosophical | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Exam | 2,000 words 1.5 hours | 50% 50% | Mid-semester End of semester | Ann Marie Mealey | |
| TRS 4502 An Introduction to the Hebrew Bible | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Portfolio: an essay plan (300 words), a book review (300 words) and an essay (1,400 words) Unseen exam | 2,000 words 1.5 hours | 50% 50% | Mid-semester End of semester | Kirsteen Kim Hannah Hunt | |
| TRS 4512 Introduction to Philosophy: Questions and Concepts | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Unseen exam Essay | 1.5 hours 2,000 words | 50% 50% | End of Semester 2 Mid-semester 2 | Luke Fox | |
| TRS 4522 World Religions: Texts and Traditions | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Essay | 2,000 words 2,000 words | 50% 50% | Mid-semester End of semester | Suzanne Owen Anna Piela | |
| TRS 4532 Group Project | 12 hours workshops 12 hours group tutorials 2 hour individual tutorials 174 hours guided independent group work | Group project Reflective report | 2,000 words 2,000 words | 50% 50% | End of Semester 2 End of Semester 2 | Ann Marie Mealey | |
| Level 5 Core | | | | | | | |
| TRS 5202 Body: Bio-Ethics and Sexual Ethics | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Essay | 2,000 words 2,000 words | 50% 50% | Mid-semester End of semester | Ann Marie Mealey | |
| TRS 5412 Modern Philosophy: Mind, Self and World | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 6 entries, each of 300-400 words | 2,000 words 2,000 words | 50% 50% | End of semester Throughout semester | Luke Fox | |
| TRS 5422 Philosophy of Religion: Faith and Reason | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 6 portfolio entries, each of 300-400 words | 2,000 words 2,000 words | 50% 50% | End of semester Throughout semester | Luke Fox | |

| Module number and name | Learning and teaching methods | Assessment | | | | Teaching staff (Module co-ordinator shown as first name, in bold script) | Venue (if not University premises) |
|--|--|--|---|------------------------------------|--|--|---------------------------------------|
| | | Component form | Magnitude (eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| TRS 5782 Professional Development and Placement | 12.5 hours meetings, plenary sessions 37.5 hours guided independent study 150 work placement | Diary/blog Report Performance on placement | 1,000 words 3,000 words | Pass / Fail 100% Pass / Fail | Week 1 of placement End of placement Early in Semester 2 | Anna Piela All TRS staff as placement tutors | |
| Level 5 Option | | | | | | | |
| TRS 5432 Varieties of Religious Experience | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Presentation Essay | 10 minutes 2,000 words | 50% 50% | Mid-semester End of semester | Suzanne Owen Anna Piela | |
| TRS 5442 Moral Theology and Catholic Social Teaching | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Unseen exam | 2,000 words 1.5 hour | 50% 50% | Mid-semester End of semester | Ann Marie Mealey Patricia Kelly | |
| TRS 5452 Ecclesiology and Liturgy | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Unseen exam | 2,000 words 1.5 hours | 50% 50% | Mid-semester End of semester | Patricia Kelly | |
| TRS 5502 Reading the New Testament | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Unseen exam | 2,000 words 1.5 hours | 50% 50% | Mid-semester End of semester | Hannah Hunt Kirsteen Kim | |
| TRS 5902 Religions, Justice and Peacemaking | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 3 entries of 600-700 words each | 2,000 words 2,000 words | 50% 50% | End of semester Throughout semester | Kirsteen Kim | |
| HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Skills audit Practical class test | 2,000 words 1.5 hours | 50% 50% | During Semester 2 End of Semester 2 | Roberto Rodriguez-Saona | |
| Level 6 Core | | | | | | | |
| TRS 6202 Social Ethics | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Presentation | 1 x 2,000 words 1 x 10 minutes | 50% 50% | Mid Semester End of Semester | Ann Marie Mealey | |
| TRS 6334 Dissertation in Philosophy, Ethics and Religion | 10 hours workshops 3 hours supervision 187 hours guided independent study | Essay | 8,000 words | 100% | End of Semester 2 | Kirsteen Kim All TRS staff as supervisors | |
| TRS 6342 The Future of Philosophy and The Philosophy of the Future | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 6 portfolio entries, each of 300-400 words | 2,000 words 2,000 words | 50% 50% | End of semester Throughout semester | Luke Fox | |
| Level 6 Option | | | | | | | |

| Module number and name | Learning and teaching methods | Assessment | | | | Teaching staff (Module co-ordinator shown as first name, in bold script) | Venue (if not University premises) |
|---|---|--|---|----------------------------|---|--|---------------------------------------|
| | | Component form | Magnitude (eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| TRS 6102 God in a Digital Age | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 6 portfolio entries, each of 300-400 words | 1 x 2,000 words 1 x 2,000 words | 50% 50% | End of Semester Throughout Semester | Luke Fox | |
| TRS 6402 Church in the World | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Portfolio: 4 x 500-word pieces | 2,000 words 2,000 words | 50% 50% | End of semester Throughout semester | Kirsteen Kim Patricia Kelly | |
| TRS 6432 Professional Placement | 2-hour workshop 12 hours tutorials 156 hours project 30 hours guided study | Presentation Report | 10 minutes 2,000 words | 50% 50% | End of Semester 1 End of Semester 2 | Suzanne Owen | |
| TRS 6442 Biblical Theology: Covenant and Prophecy | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Unseen exam | 2,000 words 1.5 hours | 50% 50% | Mid-semester End of semester | Patricia Kelly | |
| TRS 6452 Theological Themes: Creation, Grace and New Creation | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Unseen exam | 2,000 words 1.5 hours | 50% 50% | Mid-semester End of semester | Patricia Kelly | |
| TRS 6802 Religions: Cultures and Complexities | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Presentation Essay | 10 minutes 2,000 words | 50% 50% | Mid-semester End of semester | Suzanne Owen Kirsteen Kim | |
| HUM 6012 Roots of Ideas: The Foundations of Western Thought | 20 x 2-hour seminars, lectures and workshops 160 hours guided learning | Essay Presentation | 2,000 words 10 minutes | 50% 50% | Semester 2, week 34 Semester 2, week 32 | Rosemary Mitchell Nathan Uglow | |

NB The terms 'mid-semester' and 'end of semester' specify a two or three week period during which assessments may be submitted. At the beginning of each academic year, the department will ensure that assessments are evenly spread across these periods so that deadlines are not unduly bunched together.

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 University'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 University stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Standard University 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 down by the institution 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 Form NP2G for further details)

| |
|--|
| |
|--|