



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	n/a
Final award	BA (Honours)
Title of programme(s)	Religious Studies
Subsidiary award(s)	–
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and modes of study	3 years full-time / 6 years part-time
Start date (this version)	September 2014
Periodic review next due	AY 2018/19
UCAS course code & code name	V620
Venue(s)	Leeds Trinity University Campus

2. Aims of the programme

Rationale and general aims
<p>Religious Studies is the study of religions, that is, people and their religious traditions, without privileging any particular faith perspective. The field of Religious Studies will enable you to challenge your knowledge of religion and spirituality and develop understanding of their relevance to modern society.</p> <p>You will study the history and texts of the world's religions and investigate definitions of 'religion' and approaches to its study. You will understand the varied expressions of religious traditions and contemporary inter-faith dialogue and peace-making. You will also be challenged to think creatively about ethical and philosophical ideas and will develop the skills to engage with issues in the complex religious environment of plural society.</p> <p>In classes you will be able to discuss and debate, learning to get your opinion across to others. At the same time, you will be challenged to listen and learn to appreciate the sensitivity of religious issues. You will undertake a professional work placement to help you to explore your future career opportunities. These may include working with professional societies, schools, inter-faith and peace studies centres and development agencies in the UK or abroad.</p> <p>The programme aims to:</p> <ol style="list-style-type: none"> 1. Foster knowledge and a reflective, critical understanding of multiple religious traditions of

significance in current interreligious contexts (chiefly Buddhism, Christianity, Hinduism, Islam and Judaism, with other traditions to a lesser extent), including their key texts, histories, practices and developed theologies/philosophies.

2. Develop awareness and empathetic understanding of the complexity and plurality of the interreligious context of the modern world, as well as the complexity and plurality of the individual traditions that comprise it; and develop a particular awareness of the complexities of interreligious dialogue in the predominantly Christian cultures of much of the Western world.
3. Enable students to develop their own positions about their religious beliefs and practices (if any), and to reflect on religious ideas and practices with which they might be unfamiliar, fostering empathetic engagement with a range of different religious beliefs and practices.
4. Develop knowledge and awareness of the contribution of a variety of religious traditions to public debate on ethical/moral, spiritual, environmental, cultural, social, scientific and political issues; and facilitate understanding of theoretical perspectives that inform past and ongoing discussions.
5. Enable students to develop skill and confidence in reading and engaging with the works of major religious and philosophical thinkers in ways that are intellectually rigorous; and to contribute in an informed and reflective way to debate on a range of ethical/moral, philosophical, spiritual and theological topics.
6. Foster skills appropriate to higher learning, including the ability to apply a variety of different critical methods in analysis and discussion of a range of ethical/moral, philosophical, religious, spiritual and theological topics; 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 and fieldwork.
7. Produce graduates who can communicate effectively, in speech and writing; and who can present a clear and accurate account of a subject, observing the conventions of good scholarship, research ethics, organising relevant material coherently, and engaging with different viewpoints in a mature way.
8. Provide a sound basis for further study or training in religious studies, including at postgraduate level; and provide students with opportunities to reflect on their future careers and on the relationship between a critical understanding of varied religious traditions and work in modern society.
9. 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)
- employability skills (E)

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 multiple religious traditions of significance in current interreligious contexts (chiefly Buddhism, Christianity, Hinduism, Islam and Judaism, with other traditions to a lesser extent), including their histories and developed theologies/philosophies, their complexities and pluralities.
- K2** An ability to engage with scriptural and sacred writings in translation of these religious traditions, gained through careful reading and discussion, and the ability to discuss their interpretations and developments in relevant contexts.
- K3** Detailed knowledge of the academic study of religious traditions and the categories that they have produced.

- K4** 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.
- I1** An understanding of contributions made from within various religious traditions to public debates on a range of ethical, environmental, cultural, social, scientific and political issues.
- I2** An ability to apply philosophical and academic methods and theories to the study of specific religions and value systems.
- I3** Ability to contribute in an informed, reasonable and reflective way to debate on a range of ethical, philosophical and religious topics, demonstrating a coherent knowledge of these acquired through active debate and deliberation.
- I4** Ability to apply a variety of different critical methods in problem-solving, and in analysis and discussion of a range of ethical, philosophical and religious topics.
- 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** **Team-working** – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- E3** **Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- E4** **Communication and literacy** – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
- E6** **Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
- E7** **Entrepreneurship/enterprise:** broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.
- E8** **World of work /business/customer awareness** – 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.
- 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 Theology and Religious Studies (TRS).

For example, in respect of content, the benchmark statement specifies that TRS 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 Religious Studies programme fulfils these specifications in relation to a significant array of religious traditions.

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>Generic learning outcomes for the award of Certificate of Higher Education:</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>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.</p>	<p>Generic learning outcomes for the award of Diploma of Higher Education:</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>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.</p>	<p>Generic learning outcomes for the award of an Ordinary Degree:</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)**

The content of the Religious Studies programme is organised into six distinct strands (all modules are 20 credits unless stated otherwise):

(1) The Study of Religions

- Level 4 TRS 4522 *World Religions: Texts & Traditions*
- Level 5 TRS 5902 *Religions, Justice & Peacemaking*
- Level 6 TRS 6802 *Religions, Cultures & Complexities*

(2) Approaches to the Study of Religion

- Level 4 TRS 4802 *Method and Theory in the Study of Religion*
- Level 5 TRS 5912 *Sociology & Anthropology of Religion*
Option 1: TRS 5432 Varieties of Religious Experience
- Level 6 TRS 6922 *Religions in Leeds & Bradford*

(3) Philosophical Studies

- Level 4 TRS 4102 *Introduction to Philosophy of Religion*
- Level 5 *Option 1: TRS 5422 Philosophy of Religion: Faith & Reason*
- Level 6 *Option 1: TRS 6102 God in a Digital Age*

(4) Ethical Studies

- Level 4 TRS 4202 *Ethics: Theological & Philosophical*
- Level 5 *Option 1: TRS 5202 Body: Bio-Ethics & Sexual Ethics*
- Level 6 *Option 1: TRS 6202 Social Ethics*

(5) Christian Theology – Theology & Biblical Studies tracks

- Level 4 TRS 4502 *Introduction to the Hebrew Bible*
- Level 5 *Option 1: TRS 5502 Reading the New Testament*
Option 2: TRS 5442 Moral Theology and Catholic Social Teaching
Option 3: TRS 5452 Ecclesiology and Liturgy
- Level 6 *Option 1: TRS 6402 Church in the World*
Option 2: TRS 6442 Biblical Theology: Covenant and Prophecy
Option 3: TRS 6452 Theological Themes: Creation, Grace and New Creation
Option 4: TRS6562 Lord, Apostle, and Beloved Disciple

(6) Employability, Interdisciplinary and Independent Study

- Level 4 TRS 4532 *Group Project*
- Level 5 TRS 5782 *Professional Development and Placement*
Option 1: HUM 5912 Introduction to Spanish Language & Hispanic Culture & Society
- Level 6 TRS 6004 *Religion Dissertation (40 credits)*
Option 1: HUM 6012 The Roots of Ideas: The Foundations of Western Thought
Option 2: TRS 6432 Professional Placement

At least one module in the *Study of Religions* strand and *Religions & Society* strand are compulsory at all levels, as appropriate to the programme objectives and distinguishing features of a degree in Religious Studies. The *Employability, Interdisciplinary and Independent Study* strand also has a core module at each level, in accordance with the programme objectives as well as University aims and course design guidelines. *Philosophical Studies*, *Ethical Studies* and *Christian Theology* are compulsory in Level 4 only, while at Level 5 and Level 6 students have the opportunity to focus on particular strands by taking a module in two of the strands and discontinuing the other.

6. Structure

BA (Hons) RELIGIOUS STUDIES			
Duration:	3 years full-time / 6 years part-time		
Total credit rating:	360 points		
<u>Level 4</u>			
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 4802	Method and Theory in the Study of Religion	Sem 2	20 credits
TRS 4522	World Religions: Texts & Traditions	Sem 2	20 credits
TRS 4532	Group Project	Sem 2	20 credits
<u>Level 5</u>			
Core: Candidates are required to take:			
TRS 5902	Religions, Justice and Peacemaking	Sem 2	20 credits
TRS 5912	Sociology and Anthropology of Religion	Sem 1	20 credits
TRS 5782	Professional Development and Placement	Sem 1 & 2	20 credits
Options: Candidates are required to choose 60 credits from:			
TRS 5432	Varieties of Religious Experience	Sem 1	20 credits
TRS 5422	Philosophy of Religion: Faith & Reason	Sem 2	20 credits
TRS 5202	Body: Bio-Ethics and Sexual Ethics	Sem 2	20 credits
TRS 5502	Reading the New Testament	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
HUM 5902	Introduction to Spanish Language & Hispanic Culture & Society	Sem 1 & 2	20 credits
<u>Level 6</u>			
Core: Candidates are required to take:			
TRS 6802	Religions, Cultures & Complexities	Sem 1	20 credits
TRS 6922	Religions in Leeds & Bradford	Sem 2	20 credits
TRS 6004	Religion Dissertation	Sem 1 & 2	40 credits
Options: Candidates are required to choose 40 credits from:			
TRS 6102	God in a Digital Age	Sem 1	20 credits
TRS 6202	Social Ethics	Sem 2	20 credits
TRS 6402	Church in the World	Sem 2	20 credits
TRS 6452	Theological Themes: Creation, Grace & New Creation	Sem 2	20 credits
TRS 6442	Biblical Theology: Covenant & Prophecy	Sem 1	20 credits
TRS 6432	Professional Placement	Sem 1 & 2	20 credits
TRS 6562	Lord, Apostle, and Beloved Disciple	Sem 1	20 credits
HUM 6012	The Roots of Ideas: The 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: either a two-hour (across two semesters) or four-hour (one semester only) 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;
- other exercises as appropriate to material and group;
- appropriate supporting use of ICT.
- Visiting lecturers from inside or outside university may be used.
- Where appropriate and possible, study/site visits may take place.

For the module *TRS 6004 Religion Dissertation*, 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 and VLE 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 an 8,000-word essay (*Religion Dissertation*) 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 TRS 6004 and permission must be sought from the members of the TRS staff before proceeding.

Progression

Each strand is designed to ensure that, as students progress from Level 4 to Level 6, they follow a coherent course of study and development. At each level students will develop a more in-depth understanding of religious concepts, language, issues, methods and problems. In the case of the *Ethics* and *Philosophy* strands, Level 4 provides an introduction to prepare students for more specific and challenging topics at Levels 5 and 6.

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 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 modules *A Study in Religion* and *Religion Dissertation*, 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.

In fulfilment of programme objectives (7) and (10), all 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 – both formative and summative – 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. Peer assessment may also be used to enhance 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. 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 <i>(Indicate module co-ordinator as first name and in bold.)</i>	Venue <i>(if not University premises)</i>
		Component form	Magnitude	Weighting	Timing		
Level 4 Core							
TRS 4102 Introduction to the Philosophy of Religion	20 x 2-hour seminars, lectures and workshops 160 hours guided learning	Assessed 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 Unseen 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 lecture & seminar 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 4802 Method and Theory in the Study of Religion	20 x 2-hour lecture & seminar 160 hours guided learning	Presentation Unseen exam	10 minutes 1.5 hours	50% 50%	Mid-semester End of semester	Anna Piela Suzanne Owen	
TRS 4522 World Religions: Texts and Traditions	20 x 2-hour lecture & seminar 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 TRS 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 Semester 2 End Semester 2	Ann Marie Mealey	
Level 5 Core							
TRS 5912 Sociology and Anthropology of Religion	20 x 2-hour lecture & seminar 160 hours guided learning	Presentation Unseen exam	10 minutes 1.5 hours	50% 50%	End of semester End of semester	Suzanne Owen Anna Piela	
TRS 5902 Religions, Justice and Peacemaking	20 x 2-hour lecture & seminar 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	

Module number and name	Learning and teaching methods	Assessment				Teaching staff <i>(Indicate module co-ordinator as first name and in bold.)</i>	Venue <i>(if not University premises)</i>
		Component form	Magnitude	Weighting	Timing		
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 lecture & seminar 160 hours guided learning	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid-semester End of semester	Suzanne Owen Anna Piela	
TRS 5422 Philosophy of Religion: Faith & Reason	20 x 2-hour lecture & seminar 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	
TRS 5202 Body: Bio-Ethics and Sexual Ethics	20 x 2-hour lecture & seminar 160 hours guided learning	Essay Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	Ann Marie Mealey	
TRS 5502 Reading the New Testament	20 x 2-hour lecture & seminar 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 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 hours	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 Exam	2,500 words 1.5 hours	50% 50%	Mid-semester End of semester	Patricia Kelly	
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%	End of Semester 2 End of Semester 2	Roberto Rodriguez-Saona	
Level 6 Core							
TRS 6802 Religions, Cultures and Complexities	20 x 2-hour lecture & seminar 160 hours guided learning	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid-semester End of semester	Kirsteen Kim Anna Piela	

Module number and name	Learning and teaching methods	Assessment				Teaching staff <i>(Indicate module co-ordinator as first name and in bold.)</i>	Venue <i>(if not University premises)</i>
		Component form	Magnitude	Weighting	Timing		
TRS 6922 Religions in Leeds Bradford	16 x 2-hour lecture & seminar 12 hours site visits 160 hours guided learning	Portfolio: 4 x 500 words based on readings selected articles Report	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	Suzanne Owen	
TRS 6004 Religion Dissertation	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	
Level 6 Option							
TRS 6432 Professional Placement	2-hour workshop 12 hours tutorials 156 hours project 30 hours guided study	Essay Presentation	2,000 words 10 minutes	50% 50%	End of Semester 2 End of Semester 2	Suzanne Owen	
TRS 6102 God in a Digital Age	20 x 2-hour lecture & seminar 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	
TRS 6202 Social Ethics	20 x 2-hour seminars, lectures and workshops 160 hours guided learning	Essay Presentation	2,000 words 10 minutes	50% 50%	Mid-semester End of semester	Ann Marie Mealey	
TRS 6402 The 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 6442 Biblical Themes: Covenant and Prophecy	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	Patricia Kelly	
TRS 6452 Theological Themes: Creation and Grace	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	Patricia Kelly	
TRS6562 Lord, Apostle, and Beloved Disciple	20 x 2-hour seminars, lectures and workshops 160 hours guided learning	Report (Analysis) Essay	2,000 words 2,000 words	50% 50%	Mid-Semester 1 End of Semester 1	Hannah Hunt	
HUM 6012 The Roots of Ideas: The Foundations of Western Thought	20 x 2-hour seminars, lectures and workshops 160 hours guided learning	Essay Presentation within debate	2,000 words 10 minutes	50% 50%	Sem 2, week 34 Sem 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
<p>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) (<i>including X</i>) and one (<i>two/three</i>) should be GCSE English Language (<i>and X</i>) at grade C (or equivalent).</p> <p>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).</p> <p><i>Other non-certificated requirements...</i></p> <p>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.</p>

OR:

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (Modules which <u>must</u> be passed for progression and award; any deviation from the standard University stipulations for award classification)
Standard University regulations apply.

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level <i>Include the rationale which justifies imposition of the prerequisite(s).</i>
None

11. External examining arrangements

External examining arrangements (eg. joint with another programme or separate, single/multiple examiners and which modules covered by 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
<p>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.</p> <p>The rationale for this from the student point of view is that:</p> <ol style="list-style-type: none">1. Organisationally students have fewer subjects to worry about and are able to focus

more in-depth on fewer topics. Because the pace of the module is faster, students will have a greater incentive to early engagement and full-time attendance.

2. Pedagogically, where delivery of all teaching sessions is by one tutor, it is possible to maintain greater continuity of thought and integration of learning if the gap between classes is days rather than a whole week. Also, it may become more obvious to the student how assignments and coursework build on one another.
3. International students visiting for only one semester can complete modules.

For 'short-fat' modules the two summative assessments will normally be spaced with submission in mid- and end of semester. A portfolio will normally be spread across the first 7 weeks.

This programme follows the Assessment Tariffs laid by the institution in every respect except that, in common with other Humanities programmes, in-text quotations are *included* in the word count.

The study of Religions in Leeds Bradford in particular invites occasional teaching and learning augmentation through excursions ('field trips') to nearby religious communities of various traditions; as well as occasional visiting speakers representing these traditions, brought in to supplement study. It is anticipated that these means of enriching the modules will be employed as resources permit.

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 Programme – see Form NP2G for further details)

None