



Approved on .....

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BA (Honours)</b>
<b>Title of programme(s)</b>	<b>PHILOSOPHY, ETHICS AND RELIGION</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	
<b>Duration and mode(s) of study</b>	<b>3 Years Full-Time / Equivalent Part-Time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2013</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>September 2017</b>
<b>UCAS course code &amp; code name</b>	<b>V520</b>
<b>Venue(s)</b>	<b>Leeds Trinity University Campus</b>

### 2. Aims of the programme

<p><b>Rationale and general aims</b></p> <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>
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The programme aims to:

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.

Employability skills

- E1 Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;

- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below.

**Statement of congruence with the relevant published subject benchmark statements**  
(including appropriate references to the FHEQ and any PSRB requirements)

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 award(s)

*This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.*

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 &amp; 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 &amp; 6.</p>	<p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of at least 100 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 200 credits, students will have demonstrated, <b>in addition to the outcomes for a Certificate:</b></p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <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><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of at least 260 credits, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <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 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 and Ethics strands are core and will encourage students to develop critical approaches and to reflect on the intersections and interactions between the different disciplines.

The five strands are: philosophy; ethics; study of religion; religion in text and context; employability and independent study.

(1) Philosophical Studies (Core):

Level 4 TRS4512 Introduction to Philosophy: Questions and Concepts

Level 4 TRS4102 Introduction to Philosophy of Religion

Level 5 TRS5412 Modern Philosophy: Mind, Self and World

[and optional: HUM5012 Philosophy and Technology]

Level 6 TRS6102 The Future of Philosophy of Religion

[and optional: HUM 6012 The Roots of Ideas: Political Thought]

(2) Ethics:

Level 4 TRS4202 Ethics: Theological and Philosophical

Level 4 HUM 4992: Ethics and Society

Level 5 TRS5202 Body: Bio-Ethics and Sexual Ethics

[and optional: TRS5442 Moral Theology: Catholic Social Teaching]

Level 6 TRS6202 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 strand (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 TRS6112).

(3) Study of Religion:

Level 4 TRS4522 Religions: Texts and Traditions

Level 5 Optional: TRS5432 Varieties of Religious Experience

Level 6 Optional: TRS6802 Religions: Cultures and Complexities

(4) Religion in Text and Context

Level 5 Optional: TRS5502 Reading the New Testament

Level 6 Optional: TRS6402 Church in the World

(6) Employability and Independent Study  
 Level 4 TRS4332 Professional Development and Placement  
 Level 5 TRS5782 Professional Development and Placement  
 Level 6 TRS6334 Dissertation in Philosophy, Ethics and Religion  
 Optional: TRS6432 Professional Placement

## 6. Structure

### 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
HUM 4992	Ethics and Society	Sem 1	20 credits
TRS 4512	Introduction to Philosophy: Questions and Concepts	Sem 2	20 credits
TRS 4522	Religions: Texts & Traditions	Sem 2	20 credits
TRS 4332	Professional Development and Placement	Sem 2	20 credits
TRS 4000	Programme Level Assessment		

**Programme-level Assessment:** Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on [Taught Course Academic Regulations](#)).

#### Level 5

Entry requirements: minimum 100 credits from Level 4

Core: Candidates are required to take:

TRS 5412	Modern Philosophy: Mind, Self and World	Sem 1	20 credits
TRS 5202	Body: Bio-Ethics and Sexual Ethics	Sem 2	20 credits

#### **Choose 1 from:**

TRS 5782	Professional Development and Placement	Sem 1 & 2	20 credits
TRS 5012	PDPM (Volunteering)	Sem 1 & 2	20 credits

Options: Candidates are required to choose 40 credits from:

TRS 5442	Moral Theology: Catholic Social Teaching	Sem 1	20 credits
TRS 5502	Reading the New Testament	Sem 1	20 credits
TRS 5022	Self and Reality in Eastern Philosophy	Sem 2	20 credits
TRS 5902	Religions, Justice and Peacemaking	Sem 2	20 credits
HUM 5012	Philosophy and Technology	Sem 1&2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society	Sem 1&2	20 credits

#### Level 6

Entry requirements: minimum 100 credits from Level 5

Core: Candidates are required to take:

TRS 6334	Dissertation in Philosophy, Ethics and Religion	Sem 1 & 2	40 credits
TRS 6202	Social Ethics	Sem 2	20 credits
TRS 6112	The Future of Philosophy of Religion	Sem 2	20 credits



Options: Candidates are required to take 40 credits from:

TRS 6402	Church in the World	Sem 2	20 credits
TRS 6802	Religions: Cultures & Complexities	Sem 1	20 credits
HUM 6012	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits
HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits
HUM 6022	Science and Religion: Exploring the Conflict Thesis	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 college may be used.

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

For the module *TRS6334 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 Level 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 college (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 <small>Shaded modules are core modules.</small>	Learning and teaching methods	Assessment				Teaching staff <small>(Module co-ordinator shown as first name, in <b>bold</b> script)</small>	Venue <small>(if not College premises)</small>
		Component form	Magnitude <small>(eg. 2,000 words or 2 hours)</small>	Weighting and/or Pass/Fail	Timing <small>(Semester &amp; indicative teaching week)</small>		
LEVEL 4							
<i>Level 4 Core</i>							
TRS 4102 Introduction to Philosophy of Religion	Seminar, lecture and group work Guided independent study	Directed Activities  Essay Portfolio	 2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1  End of Sem 1 End of Sem 1	<b>Luke Fox</b>	
TRS 4202 Ethics: Theological and Philosophical	Seminar, lecture and workshop Guided independent study	Directed Activities  Essay Exam	 2,000 words 1.5 hours	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1  Mid-semester End of semester	<b>Ann Marie Mealey</b>	
TRS 4332 Professional Development and Placement	Seminar and workshop Individual tutors meetings Individual meetings with EPO	Directed Activities  Portfolio Placement  Reflective account	 3,000 words 7 weeks (including 2 wk prep) 1,000 word equiv	Pass = 100% of 10%; Fail = 0% 70% Pass/Fail  20%	During teaching block  End of teaching block May/June  After placement	<b>Anna Piela</b>	
HUM 4992 Ethics and Society	Lectures Debates Seminars Tutorials	Directed activities  Online Plagiarism Test + essay Negotiated Assignment	-  1,500 words  2,000 words / 10 minutes / or equivalent	Pass = 100% of 10%; Fail = 0% 0% 45%  45%	During Sem 1  During Sem 1  End of Sem 1	<b>Anna Piela</b>	
TRS 4512 Philosophy: Questions and Concepts	Lecture Seminar and group work Guided independent study	Directed Activities  Essay Presentation	 2,000 words 10 mins	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2  Mid Sem 2 End-Sem 2	<b>Luke Fox</b>	
TRS 4522 Religions: Texts and Traditions	Lecture Seminar, group work etc Guided independent study	Directed Activities  Essay Essay	 2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2  Mid-semester End of semester	<b>Suzanne Owen</b> Anna Piela	

LEVEL 5							
<i>Level 5 Core</i>							
TRS 5202 Body: Bio-Ethics and Sexual Ethics	Seminar, group work, tutorial etc Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Semester End of Semester	<b>Ann Marie Mealey</b>	
TRS 5412 Modern Philosophy: Mind, Self and World	Lecture, Seminar, group work tutorial etc Guided independent study	Portfolio Essay	2,000 words (equivalent) 2,000 words	50% 50%	End of Semester. End of Semester	<b>Luke Fox</b>	
<i>Level 5 Option</i>							
TRS 5012 Professional Development and Placement (Volunteering)	Induction meeting, conference, workshop Tutorial Guided independent study Work Placement	Portfolio Placement Report	1,500 words equivalent 60 hrs over 12-20 week 3,000 words	30% Pass/Fail 70%	Sem 1 By end of placement Sem 2	<b>Anna Piela</b>	
TRS 5022 Self and Reality in Eastern Philosophy	Seminar/workshop Guided independent study	Portfolio Presentaton	2,000 words equivalent 10 mins plus discussion	50% 50%	Mid Sem 2 End Sem 2	<b>Suzanne Owen</b>	
TRS 5442 Moral Theology: Catholic Social Teaching	Lecture Seminar/workshop Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid-semester End of semester	<b>Ann Marie Mealey</b> Patricia Kelly	
TRS 5502 Reading the New Testament	Lecture, seminar and group work. Guided independent study	Essay Portfolio	2,000 words 2,000 word equivalent	50% 50%	Mid-semester End of semester	<b>Kirsteen Kim</b>	
TRS 5782 Professional Development and Placement	Induction meeting, conference, workshop Tutorial Guided independent study Work Placement	Portfolio Placement Report	1,500 words equivalent 6 weeks 3,000 words	30% Pass/Fail 70%	Sem 1 By end of placement Sem 2	<b>Anna Piela</b>	
TRS 5902 Religions, Justice and Peacemaking	Lecture Seminars, group work , tutorial Guided independent study	Essay Portfolio:	2,000 words 2,000 words	50% 50%	End of semester Throughout semester	<b>Kirsteen Kim</b>	

HUM 5012 Philosophy and Technology	Workshops/Seminars Tutorials and Fieldwork Guided Independent Study	Independent Study  Oral Presentation	2,000 words  15 minutes	50%  50%	End of Semester 2  Throughout Semester 2	<b>Luke Fox</b>	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Lecture, Seminars and workshops Guided independent study	Skills Audit Practical Class Test	2,000 words 1.5 hours	50% 50%	Semester 2 Semester 2	<b>Roberto Rodriguez- Saona</b>	
LEVEL 6							
<i>Level 6 Core</i>							
TRS 6202 Social Ethics	Lecture Seminar, group work Guided independent study	Essay Presentation	2,000 words 10 minutes	50% 50%	Mid Semester End of Semester	<b>Ann Marie Mealey</b>	
TRS 6334 Dissertation in Philosophy, Ethics and Religion	Workshop Tutorial Guided independent study	Essay	8,000 words	100%	End Sem 2	<b>Kirsteen Kim</b> All TRS staff as supervisors	
TRS 6112 The Future of Philosophy of Religion	Seminars, group work, tutorial. Guided independent study	Essay  Portfolio	2,000 words  2,000 words	50%  50%	End of Semester  Throughout Semester	<b>Luke Fox</b>	
<i>Level 6 Option</i>							
TRS 6402 Church in the World	Lecture Seminar, group work Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of semester Throughout Semester	<b>Kirsteen Kim</b> Patricia Kelly	
TRS 6802 Religions: Cultures and Complexities	Lecture Seminar, group work Guided independent study	Presentation Essay	0 minutes 2,000 words	50% 50%	Mid Semester End of Semester	<b>Kirsteen Kim</b>	
HUM 6012 Roots of ideas: Political Thought	Lecture, seminar, workshop Tutorial Guided independent study	Individual presentation and debate with handout	30 mins	100%	S2, week 32	<b>Rosemary Mitchell</b> Nathan Uglow	

HUM 6022 Science and Religion: Exploring the Conflict Thesis	Workshops/Seminars Small Group Tutorials Guided Independent Study	Independent Study  Oral Presentation and Via	1,500 word  30 minutes	40%  60%	End of Semester 1  End of Semester 2	<b>E Sera-Shriar</b>	
HUM 6252 Professional Learning Through Work	Tutorial Telephone support Guided independent study	Proposal  Final Project and reflections  Oral Presentation	1,000 word equivalent 3,00 word  10 minutes	Pass/fail  75%  25%	Start of academic year  Sem 2  Sem 2	<b>Richard Storer</b>	





HUM 5092	Grey	White	Grey	Grey	White	White	Grey	Grey	Grey	White	White	Grey	Grey	White	White	Grey	Grey
Level 6	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan	Cyan
TRS 6202	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	White	Black	White	White
TRS 6334	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	White	Black	White
TRS 6112	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	White	Black
TRS 6402	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	White	White	White	Grey
TRS 6802	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	White	Grey	Grey	Grey
HUM 6012	White	White	White	White	White	White	White	White	Grey	White	White	White	Grey	White	White	White	Grey
HUM 6022	Grey	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	Grey	White	Grey	Grey	White	Grey	White	Grey
HUM 6252	White	White	White	White	White	Grey	White	Grey	Grey	Grey	Grey	Grey	Grey	White	Grey	Grey	Grey

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

Standard 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

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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 institutions 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 Internal Audit Form NP2G for further details)

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## PROGRAMME SPECIFICATION

## 14. General information

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

## 15. Aims of the programme

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

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

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

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

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

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

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

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

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

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

## 16. Student learning outcomes of the programme

### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

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

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

Knowledge and understanding

- 
- K1 Discipline knowledge:** a detailed knowledge and understanding of how the disciplines of philosophy, ethics and religion have contributed to our understanding of the self and how we should live in today's society.
- K2 Textual interpretation:** a detailed knowledge of key philosophical and religious texts and the ability to interpret and analyse these in a scholarly way.
- K3 Respectful debate:** The ability to engage sensitively with debates on meaning, experience, values and different religious perspectives and to construct an independent argument using relevant sources
- K4 Critical analysis and method:** The ability to critically analyse and assess philosophical, ethical and religious concepts and the ability to use methods of interpreting religions, assessing ethical issues and understanding philosophical texts that are used in the fields of philosophy, ethics and religion.

Intellectual / cognitive / thinking skills

- I1 Critical analysis of concepts:** an ability to critically analyse and assess philosophical, ethical and religious concepts.
- I2 Construction of arguments:** An ability to construct and analyse philosophical arguments and positions, particularly on issues relating to religious belief, the self and values in order to understand and reinterpret a perspective or put forward a new one.
- I3 Debating and argumentation:** An ability to contribute in an informed, reasonable and reflective way to debates on a range of philosophical, ethical and religious topics, demonstrating a coherent knowledge of these and appreciations of a range of different perspectives on them acquired through research, active debate and deliberation.

Employability skills

- E1 Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

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

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

*(including appropriate references to any PSRB, employer or legislative requirements)*

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

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

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

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

Key skills identified include:

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

### 17. 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><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate sources appropriate to the disciplines of Philosophy, Ethics and Religion;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the disciplines;</li> <li>iv) communicate the results of their work coherently;</li> <li>v) and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</li> </ul>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range of disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> <li>v) and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</li> </ul>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> <li>v) and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of a professional placement/s or school-based training placements.</li> </ul>

18. Content

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



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

### **1) Philosophy**

Level 4 TRS4512 *Introduction to Philosophy*

Level 5 TRS5412 *Mind, Self and World*

Level 5 (option) HUM5012 *Philosophy and Technology*

Level 6 HUM6032 *Modern Philosophy of the Person*

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

### **2) Ethics**

Level 4 TRS4202 *Ethical Foundations*

Level 5 TRS5442 *Catholic Social Teaching*

Level 5 TRS5202 *Body: Bioethics and Sexual Ethics*

Level 6 TRS6202 *Applied Ethics*

### **3) Religion**

Level 4 TRS4002 *Studying Religion*

Level 4 TRS4012 *Living Religions*

Level 4 TRS4502 *The Bible*

Level 5 (option) TRS5742 *Rites, Rituals and the Religious Quest*

Level 6 (option) TRS6802 *Religions, Cultures and Complexities*

Level 6 (option) TRS6922 *Religions in Leeds Bradford*

### **4) Humanities**

Level 5 (option) HUM5022 *Religion and Politics*

Level 5 (option) HUM5902 *Spanish Language and Culture*

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

Level 6 (option) HUM6022 *Science and Religion*

### **5) Employability and Research Skills**

Level 4 TRS4982 *Ethics, Society and Employability*

Level 5 TRS5782 *Professional Development and Placement*

Level 5 TRS5012 *Volunteering*

Level 5 HUM5032 *Researching Humanities*

Level 6 TRS6334 *PER Dissertation*

Level 6 HUM6252 *Professional Learning Through Work*

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

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

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

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

The final year of the programme offers core modules in philosophy and ethics as well as the opportunity to engage in the study of local religious traditions and sites and to understand these in a scholarly and informed way. Students will be encouraged to develop their own interests more clearly and to negotiate assessment tasks with their tutor in light of their own academic interests. Level 6 modules will also attempt to show students the limits of the disciplines of philosophy, ethics and religion and to make them aware that there are more questions to be asked in the ongoing development of these scholarly fields.

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

## BA (Hons) PHILOSOPHY, ETHICS AND RELIGION

**Duration:** 3 years full-time

**Total credit rating:** 360 (180 ECTS)

### **Level 4** – with effect from September 2018

**Core:** Students are required to take:

TRS4202	Ethical Foundations	Sem 1	20 credits
TRS4002	Studying Religion	Sem 1	20 credits
TRS4512	Introduction to Philosophy	Sem 2	20 credits
TRS4502	The Bible	Sem 2	20 credits
TRS4012	Living Religions	Sem 2	20 credits
TRS4000	Programme Level Assessment	Sem 2	0 credits
TRS4982	Ethics, Society and Employability	Sem 1 & 2	20 credits

### **Level 5** – with effect from September 2019

**Core:** Students are required to take:

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

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

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

**Option:** Students are required to choose 60 credits from:

TRS5742	Rites, Rituals and the Religious Quest	Sem 1	20 credits
TRS5442	Catholic Social Teaching	Sem 2	20 credits
TRS5202	Body: Bioethics and Sexual Ethics	Sem 2	20 credits
HUM5022	Religion and Politics	Sem 2	20 credit
HUM5012	Philosophy and Technology	Sem 1 & 2	20 credits
HUM5902	Spanish Language and Culture	Sem 1 & 2	20 credits

### **Level 6** – with effect from September 2020

**Core:** Students are required to take:

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

#### **Options:**

Students are required to take 40 credits from:

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

20. Learning, teaching and assessment

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

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

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

Programme-Level Assessment exists at Level 4. This is delivered through a 3-week practical project, scheduled before the placement. It integrates the learning for the programme level aims to be met. At Level 6, the Professional Learning Through Work option module performs an equivalent integrative and demonstrative function.

Assessment methods will vary according to the module level and the disciplines appropriate to the core themes. The assessed essay is the main method of assessment used throughout the scheme, as it is appropriate to programme objectives which emphasise careful analysis and critical reflection on problems and issues in religious history and thought, philosophy and ethics. The use of portfolios as an additional means to assess ongoing participation in reading and reflection is also built in to an array of modules. Peer assessment may also be used to enhance understanding of what is expected. Blogs, Tweets and group presentations are also part of the assessment strategy for the programme and they show a stress on digital skills for students as well as training them to write for different media/audiences.

Clear, module-specific assessment criteria are provided at every stage of the scheme, and feedback on assessed work is explicitly cross-referenced to these criteria. Feedback is delivered within 20 working days of submission of work.

To facilitate learning and encourage the development of good communication skills, students will be invited to make informal oral presentations on their reading and preparation in most modules. A number of modules at each level also include an element of assessment by oral presentation. These skills are known to be of great value to future employers.





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## 21. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

## 22. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations apply.

## 23. Prerequisites

### Details of modules which must be passed before enrolment on a module at a higher level

None

## 24. Additional support needs

### Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

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