



Approved on

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	SAC
Professional accreditation body <i>(if applicable)</i>	n/a
Final award	BA Hons
Title of programme(s)	Theology and Religious Studies
Subsidiary award(s) <i>(if any)</i>	n/a
Honours type	Single
Duration and mode(s) of study	3 Years
Start date (this version)	September 2017
Periodic review next due <i>(acad. year)</i>	
JACS subject code(s) <i>(Level 3)</i>	
UCAS course code & code name	V620
SITS codes <i>(Course / Pathway / Route)</i>	
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

<p>Rationale and general aims <i>(from the student's perspective)</i></p> <p>Theology & Religious Studies is the study of religions, that is, people and their religious traditions combined with the particular study of the Christian religion. 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 interfaith 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. Theology & Religious Studies will enable you to challenge and deepen your knowledge of the diverse roles of religion and spirituality in modern society.</p> <p>The core theme of Theology modules covers methods of Biblical criticism and interpretation (both Old Testament and New Testament); theological consideration of the nature of God and the representation of Christ; analysis of Church history; study of ritual and liturgical practices, and study of the role of Christian ideas and concepts in Western literature and art.</p>

The core theme of Religious Studies modules covers sociological and anthropological methods for studying diverse types of cultures; detailed study of a selection of world religions; study of diverse ritual and liturgical practices, and the complex nature of religion in contemporary society.

Research modules and professional study modules equip you to understand the importance of researching and analysing topics of your own choosing and to evaluate your findings with appropriate ethical sensitivity. You will also undertake a professional work placement to help you to explore your future career opportunities and to apply your subject knowledge in professional and community contexts. This may include working with professional societies, schools, inter-faith and peace studies centres and development agencies. Our placement modules are supported by Leeds Trinity University's existing links with a wide range of organisations such as CAFOD, Community Groups, Charities and Faith-Based organisations in Leeds and Bradford (St George's Crypt, Emmaeus, and Simon in the Streets), faith-based schools in Leeds and Bradford, and the local diocese at Hinsley Hall.

Staff teaching on this programme have specialist research expertise in Catholic theology; virtue ethics; contemporary philosophies of religion; the nature of inter-faith dialogue; ascetic traditions in Eastern and Western religions, and the experience of Muslim women in contemporary Britain.

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.

Programmes of study should incorporate the generic learning outcomes set out below. With the exception of the employability skills, which should normally be kept intact, programme proposers should enhance, embed, contextualise and/or make these learning outcomes more specific as appropriate.

On successful completion of the programme students will have demonstrated:

- K1 **Knowledge of religious traditions:** Detailed knowledge and understanding of multiple religious traditions of significance in current interreligious contexts, including their histories and developed theologies/philosophies, their complexities and pluralities.
- K2 **Knowledge of religious texts:** An ability to engage with scriptural and sacred writings of these religious traditions and the ability to discuss their interpretations and developments in relevant contexts.
- K3 **Knowledge of academic study of religious traditions:** Detailed knowledge of the academic study of religious traditions and the diverse ways of categorising and conceptualising the divine and analysing the nature and practices of the divine-human relation.
- K4 **Knowledge of the formation of the study of religion:** Detailed knowledge of a wide range of historical and contemporary texts that have contributed to the formation of religious studies combined with the ability to relate theoretical and methodological insights to relevant historical and socio-cultural contexts.

- I1 **Public debates in religions:** 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 **Application of academic methods and theories:** An ability to apply academic methods and theories to the study of specific religions and value systems.
- I3 **Explaining and Presenting:** 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 analyse and discuss a range of topics:** 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.

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 generic learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

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

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

4. Learning outcomes for subsidiary awards

This section is currently being reviewed with a view to replacing generic learning outcomes with learning outcomes that are specific to the programme. Advice should be sought from AQSO before this section is completed.

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, 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 & 6.</p>	<p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <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>
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5. Content

Summary of content by theme (providing a 'vertical' view through the programme)	
<p>The Theology & Religious Studies programme enables students to develop discipline specific skills and professional experience in four key discipline areas: the study of religions; academic approaches to the study of religions; Christian theology; and skills, research and professional practice.</p> <p>The programme is designed to deliver these skills through vertical strands that provide a means of developing skills and knowledge across all three years of undergraduate study. The programme design means that there will be no academic, research or presentational skills required at higher levels in the second and third years of study that are not demonstrated, practiced, and developed at the lower levels. The strands are as follows:</p>	
<p>(1) The study of religions</p>	<p>Level 4 TRS 4202 <i>Ethics: Theological and Philosophical</i></p> <p>Level 4 TRS 4522 <i>Religions: Texts & Traditions</i></p> <p>Level 5</p> <p>Option: TRS 5902 <i>Religions in the Modern World</i></p> <p>Level 6 TRS 6922 <i>Religions in Leeds and Bradford</i></p> <p>Option: TRS 6802 <i>Religions, Cultures & Complexities</i></p>
<p>(2) Academic approaches to the study of religions</p>	<p>Level 4 TRS 4802 <i>Method and Theory in the Study of Religion</i></p> <p>Level 5 TRS 5912 <i>Sociology & Anthropology of Religion</i></p> <p>Level 6</p> <p>Option: TRS 6112 <i>Future Philosophy of Religion</i></p> <p>Option: TRS 6922 <i>Religions in Leeds & Bradford</i></p> <p>Option: HUM 6022 <i>Science and Religion: Exploring the Conflict Thesis</i></p>
<p>(3) Christian Theology & Biblical Studies</p>	<p>Level 4 TRS 4502 <i>Introduction to the Old Testament</i></p> <p>Level 5 TRS 5502 <i>Reading the New Testament</i></p> <p>Option: TRS 5382 <i>Christian Doctrine</i></p> <p>Level 6</p> <p>Option: TRS 6502 <i>New Testament Theology</i></p>
<p>(4) Skills, research and professional practice</p>	<p>Level 4 TRS 4332 <i>Professional Development and Placement</i></p> <p>Level 5</p> <p>Option 1: TRS 5782 <i>Professional Development and Placement</i></p> <p>Option 2: TRS 5012 <i>Professional Development and Placement (Volunteering)</i></p> <p>Level 6 TRS 6004 <i>Dissertation (40 credits)</i></p>

Option: HUM 6252 *Professional Learning Through Work*

Section 7a of this document (below) describes how the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.

6. Structure

BA (Hons) THEOLOGY & RELIGIOUS STUDIES (Single Honours)

Duration: 3 years full-time
Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2016

Core: Students are required to take:

TRS 4202	Ethics: Theological and Philosophical	Sem 1	20 credits
TRS 4502	Introduction to the Old Testament	Sem 1	20 credits
HUM 4992	Ethics and Society	Sem 1	20 credits
TRS 4802	Method and Theory in the Study of Religion	Sem 2	20 credits
TRS 4522	Religions: Texts & Traditions	Sem 2	20 credits
TRS 4332	Professional Development and Placement	Sem 2	20 credits

Programme-level assessment: This takes place at the end of the academic year.

Level 5 – with effect from September 2017

Core: Students are required to take:

TRS 5502	Reading the New Testament	Sem 1	20 credits
TRS 5912	Sociology and Anthropology of Religion	Sem 1	20 credits

Option: Students are required to choose 60 credits from:

TRS 5442	Moral Theology: Catholic Social Teaching	Sem 1	20 credits
TRS 5902	Religions in the Modern World	Sem 2	20 credits
TRS 5022	Self and Reality in Eastern Philosophy	Sem 2	20 credits
TRS 5382	Christian Doctrine	Sem 2	20 credits
HUM 5902	Spanish Language and Culture	Sem 1 & 2	20 credits

Option: Students are also required to choose 20 credits from:

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

Level 6 – with effect from September 2018

Core: Students are required to take:

TRS 6004	Dissertation	Sem 1 & 2	40 credits
TRS 6922	Religions in Leeds and Bradford	Sem 2	20 credits

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

HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits
TRS 6502	New Testament Theology	Sem 1	20 credits
TRS 6802	Religions, Cultures & Complexities	Sem 1	20 credits
TRS 6012	The Self in Contemporary Philosophy	Sem 1	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 learning and teaching provision on the Theology & Religious Studies programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that you are co-creators of your own learning and providing the skills and understanding required for you 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, and skills, 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 and workshop-based with lecture material pre-recorded and made available to serve as the basis for class seminars and workshop sessions. As noted in section 5 above, the content is divided into four main strands. Cutting across these are the three levels, which are used as the three main stages of development within the learning and teaching. A description, by level, is as follows:

Level 4: to understand the nature of Theology & Religious Studies, particularly the interdisciplinary nature of the subject, the range of skills and abilities required for professional practice, and the basic methods required for academic research in relevant topics;

Level 5: to practise those disciplines;

Level 6: to gain enough expertise in those disciplines to propose creative blends or hybrid innovations, in line with academic, industry, agency, or sector requirements.

Programme-Level Assessment exists at Levels 4 and 5. This is delivered through a 3-week practical project, scheduled before the placement. It integrates the learning for these levels and helps demonstrate the progressive Level structure of the programme. 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 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.

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.

7b) Module details

Module number and name <i>(Include both as shown below)</i>	Learning and teaching methods	Assessment				Teaching staff <i>(Indicate module co-ordinator as first name and in bold. Core modules at Level 6 should have more than one member of teaching staff identified.)</i>	Venue <i>(if not University premises)</i>
		Component form	Magnitude	Weighting	Timing		
<i>Level 4 Core</i>							
TRS 4202 Ethics: Theological and Philosophical	Lecture, Seminar, group work Guided independent study	Directed activities Essay Essay	2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 Mid Sem 1 End Sem 1	Ann Marie Mealey	
TRS 4502 Introduction to the Old Testament	Lectures, Workshops/Seminars, Guided independent study	Directed activities Portfolio Essay	2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 Mid Sem 1 End Sem 1	Patricia Kelly	
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% 45% 45%	During Sem 1 During Sem 1 End of Sem 1	Anna Piela	
TRS 4802 Method and Theory in the Study of Religion	Lecture, Seminar Guided independent study	Directed activities Presentation Portfolio	10 minutes 2,000-word equivalent	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 1 Mid Sem 1 End Sem 1	Anna Piela Suzanne Owen	
TRS 4522 Religions: Texts and Traditions	Lecture, Seminar, group work Guided independent study	Directed activities Essay Essay	2,000 words 2,000 words	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem 2 Mid Sem 2 End Sem 2	Suzanne Owen Anna Piela	
TRS 4332 TRS Professional Development and Placement	Seminar and workshop Individual tutor meetings Individual EPO meetings	Portfolio Directed activities Placement Reflective accounts	3,000 words 7 weeks (incl 2 wk preparation) 1,000 words equivalent	70% Pass = 100% of 10%; Fail = 0% Pass/Fail 20%	End of teaching block During teaching block May/June After placement	Anna Piela	

<i>Level 5 Core</i>							
TRS 5502 Reading the New Testament	Lecture. Seminar, group work, Guided independent study	Essay Portfolio	2,000 words 2,000-word equivalent	50% 50%	Mid Sem 1 End Sem 1	Kirsteen Kim	
TRS 5912 Sociology and Anthropology of Religion	Lecture, Seminar Guided independent study	Presentation Portfolio	10 minutes 2,000 words	50% 50%	End Sem 1 End Sem 1	Suzanne Owen Anna Piela	
TRS 5382 Christian Doctrine	Lecture, Seminar Guided independent study	Portfolio Essay	2,000-word equivalent 2,000 words	50% 50%	Mid Sem 2 End Sem 2	Kirsteen Kim	
<i>Level 5 Option</i>							
TRS5022 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	Suzanne Owen	
TRS 5902 Religions in the Modern World	Lecture, Seminar, group work, tutorial Guided independent study	Essay Portfolio	2,000 words 2,000 words	50% 50%	End Sem 2 Throughout Sem 2	Kirsteen Kim	
TRS 5442 Moral Theology: Catholic Social Teaching	Lecture Seminar/workshop Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 1 End Sem 1	Ann Marie Mealey Patricia Kelly	
TRS 5782 Professional Development and Placement	Induction Meeting Day Conference Workshop Tutorial Guided independent study Work placement	Portfolio Placement Report	1,500 word equivalent 6 weeks 3,000 words	30% Pass / Fail 70%	Sem 1 End of placement Sem 2	Anna Piela All TRS staff as placement tutors	
TRS 5012 Professional Development and Placement (Volunteering)	Induction Meeting Day Conference Workshop Tutorial Guided independent study Work placement	Portfolio Placement Report	1,500 word equivalent 60 Hours over a 12-20 week period 3,000 words	30% Pass / Fail 70%	Sem 1 End of placement Sem 2	Anna Piela All TRS staff as placement tutors	

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	Roberto Rodriguez-Saona	
<i>Level 6 Core</i>							
TRS 6004 Dissertation	Workshop Tutorial Guided independent study	Essay	8,000 words	100%	End Sem 2	Hannah Hunt All TRS staff as supervisors	
<i>Level 6 Option</i>							
HUM 6252 Preprofessional Learning through Work	Tutorial Telephone Support Guided independent study	Project Proposal Final Project Report Oral Presentation	1,000 word equivalent 3,000 words 10 minutes	Pass/fail 75% 25%	Start of academic year End Sem 2 End Sem 2	Richard Storer	
TRS 6012 The Self in Contemporary Philosophy	Lecture Seminar, group work Guided independent study	Essay Portfolio	2,000 words 2,000 word equivalent	50% 50%	End of Semester End of Semester	Luke Fox	
TRS 6502 New Testament Theology	Workshop Tutorial Guided independent study	Report (textual analysis) Essay	2,000 words 2,000 words	50% 50%	Mid Sem 1 End Sem 1	Hannah Hunt Kirsteen Kim	
TRS 6802 Religions, Cultures and Complexities	Lecture. Seminar, group work, Guided independent study	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 1 End Sem 1	Kirsteen Kim Anna Piela	
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	E Sera-Shriar	
TRS 6922 Religions in Leeds Bradford	Lecture. Seminar, site visits Guided independent study	Portfolio Report	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	Suzanne Owen Anna Piela	

NB: Programme-level assessment (PLA) applies to levels 4 and 5 of this programme as follows (see s. 7a):

TRS 4000 TRS PLA	–	Essay	2,000 words	100%	End of semester 2	Tba All TRS staff	
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7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme								Skills development								
<i>These must match module descriptors.</i>	K1	K2	K3	K4	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knowledge of religious traditions	Knowledge of religious texts	Knowledge of academic study of religious traditions	Knowledge of formation of religious studies	Public debates in religions	Application of methods and theories to religions	Explaining and presenting informed arguments	Ability to analyse and discuss a range of topics	Self-management	Team-working	Problem-solving	Communication and literacy	Numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business /	Social, cultural & civic awareness

8. Entry requirements

A strong rationale must be provided for any deviation from the following norms; as a minimum, the “Other non-certificated requirements...” section must be completed:

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, e.g. the International English Language Testing Service (IELTS) or equivalent test.

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

9. Progression, classification and award requirements

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

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

Leeds Trinity University undergraduate academic 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; any PSRB requirements)

Theology & Religious Studies will be overseen by an external examiner appointed to this programme. Under the current external examiner arrangements, there will be two examiners. Modules on the subject of Religious Studies will be seen by the external examiner in this area. Modules on the subject of Theology will be seen by an external examiner in this area.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,
(eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The study of TRS 6922 *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

Students with disabilities or other support needs are welcome and will be able to participate fully in the course. Arrangements will be made, via the normal Leeds Trinity University's support network, to accommodate students with additional support needs wherever possible.

NEW Programme Specification for students 2018/19 onwards

Form NP3

Approved July 2018

PROGRAMME SPECIFICATION

14. General information

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

1. Aims of the programme

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

Theology and Religious Studies offers the opportunity to study people and their religious traditions.

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

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

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

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

A core research module at Level 5 allows students to learn about various methodological approaches to research and equip them to write dissertations in Level 6 and carry out independent research in a scholarly, informed and ethical way. Students will be encouraged to adopt a critical but sensitive approach to a range of scholarly sources, opinions and findings, analyse the arguments and present their own stance on a particular topic or issue.

The work placement will help students to explore career possibilities and to apply subject specific knowledge to the workplace. This may include working in schools, charities, law firms, inter-faith and peace studies centres, the local diocese or doing a research project for an organisation.

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

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

2. Student learning outcomes of the programme

Learning outcomes in terms of:

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

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

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

Knowledge and understanding

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

Intellectual / Cognitive / Thinking skills

- I1 **Debates in Religions:** An understanding of contributions made from within religious traditions to discussions about the nature of God, meaning of life, religious practices and ethical values pertaining to immigration, work and the environment.
- I2 **Application of Methods and Theories:** The ability to apply methodological approaches to the study of religion and to engage sensitively with ethical and theoretical issues that pertain to religion, culture or society.
- I3 **Critical Analysis and Scholarly Argument:** Ability to interpret various arguments pertaining to key religious, historical, ethical or philosophical debates in the discipline of religious studies and to construct a scholarly argument using appropriate sources and evidence. Ability to engage with contentious issues in a scholarly, sensitive and informed way.
- I4 **Knowledge of the Limits of the Discipline:** An understanding of where the discipline might need more development and/or research and a knowledge of the ongoing attempts to discuss, develop and provide new insights into the subject area.

Employability skills

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

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

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

3a External benchmarks

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

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

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

The programme is congruent in the following ways:

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

3. Learning outcomes for subsidiary awards

Guidance	Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ol style="list-style-type: none"> i) interpret and evaluate sources appropriate to the disciplines of Theology and Religious Studies; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently;

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>v) and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <p>i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; v) and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <p>i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; v) and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of a professional placement/s or school-based training placements.</p>
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4. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p> <p>The Theology and Religious Studies programme enables students to develop discipline specific skills and professional experience in four key discipline areas; Christian Scriptures and Tradition; Religious Studies; Philosophy and Ethics and Research Skills and Professional Development.</p> <p>The programme is designed to deliver these skills through vertical strands that provide a means of developing skills and knowledge across all three years of undergraduate study.</p> <p>(1) The Study of Religions Level 4 TRS4002 <i>Studying Religion</i> Level 4 TRS4012 <i>Living Religions</i> Level 5 TRS5742 <i>Rites, Rituals and the Religious Quest</i> Level 5 (option) HUM5022 <i>Religion and Politics</i> Level 6 TRS6802 <i>Religions, Cultures and Complexities</i> Level 6 TRS6922 <i>Religions in Leeds Bradford</i></p> <p>(2) Christian Scriptures and Tradition Level 4 TRS4502 <i>The Bible</i> Level 5 TRS5312 <i>Imagining the Divine</i> Level 6 TRS6452 <i>Narratives in Theology</i></p> <p>(3) Philosophy and Ethics Level 4 TRS4202 <i>Ethical Foundations</i> Level 4 TRS4512 <i>Introduction to Philosophy</i> Level 5 (option) HUM5012 <i>Philosophy and Technology</i></p>
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Level 5 (option) HUM5022 *Religion and Politics*
 Level 5 (option) TRS5442 *Catholic Social Teaching*
 Level 6 (option) HUM6022 *Science and Religion*
 Level 6 (option) HUM6012 *Great Thinkers: Applying Political Ideas*
 Level 6 TRS6202 *Applied Ethics*

(4) Research Skills and Professional Practice

Level 4 TRS4982 *Ethics, Society and Employability*
 Level 5 HUM5032 *Researching Humanities*
 HUM5902 *Spanish Language and Culture*
 Level 5 TRS5782 *Professional Development and Placement*
 Level 5 TRS5012 *Volunteering*
 Level 6 TRS6004 *TRS Dissertation (40 credits)*
 Level 6 HUM6252 *Professional Learning Through Work*

5. Structure

BA (Hons) Theology and Religious Studies

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

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

TRS5312	Imagining the Divine	Sem 1	20 credits
TRS5742	Rites, Rituals and the Religious Quest	Sem 1	20 credits
HUM5032	Researching Humanities	Sem 2	20 credits

Core Option: Students are required to choose 20 credits from

TRS5782	Professional Development and Placement	Sem 1 & 2	20 credits
TRS5012	Volunteering	Sem 1 & 2	20 credits

Options: Students are required to take 40 credits from:

TRS5442	Catholic Social Teaching	Sem 2	20 credits
HUM5022	Religion and Politics	Sem 2	20 credits
HUM5012	Philosophy and Technology	Sem 1 & 2	20 credits
HUM5902	Spanish Language and Culture	Sem 1 & 2	20 credits

Level 6 – for 2018/19 only

Core: Students are required to take:

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

Options: Students are required to take 40 credits from:

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

HUM6022	Science and Religion	Sem 1 & 2	20 credits
Level 6 – with effect from September 2020			
Core: Students are required to take:			
TRS6452	Narratives in Theology	Sem 1	20 credits
TRS6922	Religions in Leeds Bradford	Sem 2	20 credits
TRS6004	TRS Dissertation	Sem 1 & 2	40 credits
Options: Students are required to take 40 credits from:			
TRS6802	Religions, Cultures and Complexities	Sem 1	20 credits
TRS6202	Applied Ethics	Sem 2	20 credits
HUM6252	Professional Learning Through Work	Sem 1 & 2	20 credits
HUM6022	Science and Religion	Sem 1 & 2	20 credits
HUM6012	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits

6. Learning, teaching and assessment

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

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

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

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 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.

7. 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.

8. 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.

9. Prerequisites

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

There are no prerequisites on the programme.

10. 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.