

## PROGRAMME SPECIFICATION

### 1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	n/a
Final award	BA (Hons)
Title of programme	Education and Religious Studies
Subsidiary award(s)	n/a
Duration and mode(s) of study	3 years full-time
Start date	September 2016
Periodic review next due	AY 2020/2021
UCAS course code & code name	9L6B
Delivery venue	Leeds Trinity University

### 2. Aims of the programme

Rationale and general aims  
(from the student's perspective)

- 18/19 Structure amended to reflect changes made as per modification 20 in 18/19 tracker (NP3 not supplied at time of mod) 14.11.19
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- CYP5042 updated to YL as per NP4 25.2.20

The BA (Hons) Education and Religious Studies programme is a joint honours programme, consisting of a combination of existing modules offered on BA (Hons) Education Studies and BA (Hons) Religious Studies.

The programme has been designed with a diversity of students in mind in terms of previous educational experience and graduate intentions. The Education Studies and Religious Studies modules should encourage analytical reflection upon previous educational experiences and understandings of observations of religious belief and practice by linking these to literature and research. The programme emphasises a pedagogical approach that values students' views, with module delivery via a variety of lectures, seminars, workshops, tutorials, debates, student-led presentation-based sessions and work-placements. In terms of academic content, the programme draws upon the disciplines of anthropology, sociology, social policy and history, among others. It also incorporates a substantive practice-related element that is focused on the development of reflective practitioners who are able to apply their theoretical knowledge effectively in the educational, voluntary and faith-based sectors.

The programme emphasises as much coherence as is possible in a joint honours degree across levels. Level 4 introduces students to recognisable and discipline-based platforms that are then built upon at Levels 5 and 6, with the freedom to choose their focus in a Level 6 research project. This structured approach is designed to strengthen academic attainment, essential to both employability and to confidence, and also to allow students the freedom to specialise further in an area that is of most interest to them.

Both education and issues surrounding religious identity and schooling have a high political and media profile. All students will have educational experiences to draw upon prior to applying to this degree programme, which offers the opportunity to understand, analyse and critique those experiences. They will all likely have lived in a country with a diversity of religious communities and where debates about the place of religion are common and current. They may also have studied religious education or been educated in faith schools, and so this degree should offer a space in which such students feel they can contribute.

The programme aims:

- To enable students with diverse previous educational experiences and graduate ambitions to engage and to succeed;
- To deliver an engaging degree programme that combines key elements of Education and Religious Studies in order to offer a broad but coherent range of knowledge, skills and opportunities for professional development;
- To develop knowledge and understanding of the development of educational institutions and of professional roles and practices in education;
- To develop a critical understanding of the role of education in society;
- To provide varied practical experience of work within educational, faith-based or voluntary sector organisations;
- To enable students to make links between concepts and theories and apply these to their professional development as potential educators;
- To produce graduates with the potential to become reflective practitioners;
- To produce graduates who understand the complex relationships between individuals, organisations, religion and society;
- To produce graduates who can communicate confidently and effectively;

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- To offer a range of teaching and learning approaches using the technology and facilities available so as to meet all students' individual learning needs.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

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

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

On successful completion of the programme students will have demonstrated:

#### **Knowledge and Understanding (K)**

- K1 coherent and detailed subject knowledge and understanding of the study of education and religion, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions [**subject knowledge**]
- K2 Detailed knowledge and understanding of multiple religious traditions of significance in current interreligious contexts, including their histories and developed theories/philosophies, their complexities and pluralities [**knowledge of religious practices / texts**]
- K3 knowledge and understanding of the relationship between education and society and the societal, institutional and individual factors that influence participation and performance in education [**education & society**]
- K4 knowledge of the work of significant interpreters of the traditions of religious studies and education studies and understanding of key issues and problems in both disciplines and related fields [**significant interpreters of the traditions**]
- K5 an ability to contextualise and evaluate contemporary education systems - identify and understand competing theories and perspectives relating to childhood and to education [**contextualise and evaluate**]
- K6 knowledge and understanding of common religious questions and issues in inter-religious relations, together with awareness of the passions they may arouse and sensitivity to religious difference (religious literacy) [**religious questions, issues & differences**]

#### **Intellectual / Cognitive / 'thinking' skills (I)**

- I1 ability to apply philosophical, sociological and psychological approaches in education studies [**approaches in education studies**]
- I2 ability to apply sociological, cultural, anthropological and other methods in religious studies [**methods in religious studies**]

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- 13 critical evaluation of approaches to solving problems in the study of education and religion, including the ability to synthesise a number of theoretical models or approaches and critically evaluate policy and practice [**critical evaluation and synthesis**]
- 14 intellectually rigorous engagement and debate with a range of positions that evidences awareness of one's own beliefs, commitments and prejudices, and ability to represent other points of view fairly and learn through active discussion [**engagement and debate**]
- 15 independent supervised study, including research, and effective and sustained communication of results and arguments both orally and on paper [**independent study, research and communication**]
- 16 recognition of the limits of their knowledge and the consequent influence on their analysis [**limits of knowledge**]
- 17 an ability to make informed choices in areas of ethical behaviour and social responsibility [**ethical behaviour and social responsibility**]
- 18 an ability to analyse, interpret and use data to form conclusions / recommendations [**use of data**]
- 19 an ability to work effectively within a variety of organisations and reflect upon practice [**work effectively and reflect on practice**]

### **Employability skills (E)**

- 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;

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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**

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

The QAA subject benchmark statements for Education Studies and for TRS (Theology and Religious Studies) define a range of principles that are central to this programme. The student learning outcomes for BA (Hons) Education and Religious Studies are bespoke to this programme and have been designed to reflect both of these disciplines. The QAA benchmark statements for each discipline are addressed separately below.

#### **Education Studies**

The programme draws deliberately upon a breadth of academic disciplines to illuminate students' understanding of education across a range of contexts. It utilises the methodology of its contributory disciplines: sociology, psychology, philosophy, history and social policy. Therefore, Education Studies is able to reflect directly QAA guidance in tackling the 'cultural, societal, political, historical contexts and includes education policies, moral and philosophical underpinnings and issues of social justice'. Though addressing the context of UK schooling directly, the programme is not limited to either the UK or to schooling.

Education Studies embraces QAA guidance to ask fundamental questions concerning the aims and values of education. The capacity to interrogate educational processes is a characteristic of modules across the programme. Explicit questioning of past and contemporary approaches lies at the heart of modules examining issues such as critical thinking, educational policy, inequality, and social justice.

Education Studies seeks to develop students' intellectual independence and confidence, in addition to more general academic study skills, such as ability to draw on library resources and IT skills. This is regarded as useful within employment and beyond. Graduates' capacity to recognise and justify different positions and to sustain a reasoned argument represents the learning acquired in Education Studies that goes beyond subject content. Additionally, students are encouraged to engage in group work, both within class and within professional placements, again bolstering their ability to work effectively in a professional capacity.

#### **Religious Studies**

The QAA Benchmark statement for Theology and Religious Studies recognises that there is great variety in the nature of Religious Study programmes but that sociology and anthropology are at the core. This programme recognises that in its strands that cover method and theory in the study of religion and the diversity of religious practice. Religious Studies encourages students to engage critically with multiple sources of evidence, such as ritual, written texts, performance, theoretical analysis, and sociological surveys. Religious Studies encourages students to express their own identity as appropriate. The programme encourages students to explore more widely, in order to develop sensitivity towards a range of views and to 'demonstrate sophisticated understanding of

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the multi-faceted complexity of religions... and wider social and cultural structures, norms, aesthetics and aspirations’.

In line with QAA requirements, criticality, logic and analysis, are combined in the Religious Studies modules in this programme, especially in the methodological and religious diversity strands. The programme encourages both group and independent learning and is delivered through a variety of approaches such as lectures, seminars and group work and discussion and debate is encouraged throughout. Assessment varies by module and includes essays, case studies and presentations. Students are also encouraged to develop their library, IT and study skills.

#### 4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><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 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>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 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>

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The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

### Generic learning outcomes for the award of an Ordinary Degree:

On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma**:

- 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;

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.

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

#### Methods for the study of religions

Level 4	TRS 4002	<i>Studying Religion</i>
Level 5	TRS 5742	<i>Rites, Rituals and the Religious Quest</i>
Level 6	TRS 6802	<i>Religions, Cultures and Complexities</i>

#### Diversity in religious practice

Level 4	TRS 4502	<i>The Bible</i>
Level 5	HUM 5022	<i>Religion and Politics</i>
Level 6	TRS 6922	<i>Religions in Leeds and Bradford</i>

#### Employability, professional practice and research skills

Level 4	CYP 4052	<i>Professional Development and Placement 1</i>
	CYP 4992	<i>Ethics and Society</i>
Level 5	CYP 5042	<i>Research Methods and Evidence-based Practice</i>
	CYP 5052	<i>Professional Development and Placement 2</i>
Level 6	CYP 6034‡	<i>Research Project</i>

#### History

Level 4	CYP 4002	<i>Change and Continuity: an introduction to the history of education</i>
Level 5	CYP 5002	<i>Education Policy</i>
Level 6	CYP 6132	<i>From Martinet to Mentor?</i>

#### Sociology, social policy and politics

Level 4	CYP 4012	<i>Is Education Fair: An Introduction to the Sociology of Education</i>
Level 5	CYP 5002	<i>Education Policy</i>
Level 5	CYP 5192	<i>Education, Inequality and Social Justice</i>
Level 6	CYP 6182	<i>Over-schooled and Undereducated</i>

All modules carry 20 credits except the one marked ‡, which carries 40 credits.

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The content of the programme is organised into five thematic strands, taken from BA Education Studies and BA Religious Studies. Some modules span more than one theme. For example, *Education Policy* serves the history theme predominantly, but relates to sociology, social politics and social policy also.

As the core components of a Religious Studies degree, modules in sociological method and religious diversity are compulsory at levels 4, 5 and 6. Within the Education Studies aspects, modules focus on historical, sociological, and practice-based issues relating to working in and researching on the education sector. In addition, a Leeds Trinity ethics and society pilot module will be delivered at Level 4. It is foreseen that this module will provide some 'bridging' between the modules through encouraging a more generic, interdisciplinary skills set.

The modules in this programme have been selected to offer consistency across levels (where possible), with an increase in complexity from Level 4 to 6. At Level 6, the *Research Project* offers students the opportunity to research in depth an area that is of most interest or value to them, allowing them to focus on an educational issue, a theological issue or a combination of the two.

## 6. Structure 2016/17

### BA (Hons) Education and Religious Studies (Joint Honours)

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

*Subject to approval*

#### Level 4 – with effect from September 2016

<b>Core:</b>	Students are required to take:		
CYP 4992	Ethics and Society	Sem 1	20 credits
CYP 4012	Is Education Fair? In Introduction to Sociology of Education	Sem 2	20 credits
CYP 4002	Change and Continuity: An Intro to History of Education	Sem 1	20 credits
CYP 4052	Professional Development & Placement 1	Sem 1 & 2	20 credits
TRS 4522	Religions: Texts and Traditions	Sem 2	20 credits
TRS 4502	Introduction to the Old Testament	Sem 1	20 credits

#### Level 5 – with effect from September 2017

<b>Core:</b>	Students are required to take:		
CYP 5192	Education, Inequality & Social Justice	Sem 1	20 credits
CYP 5002	Education Policy	Sem 2	20 credits
CYP 5052	Professional Development & Placement 2	Sem 1 & 2	20 credits
CYP 5042	Research Methods and Evidence-based Practice	Sem 2	20 credits
TRS 5502	Reading the New Testament	Sem 1	20 credits
TRS 5912	Sociology and Anthropology of Religion	Sem 1	20 credits

#### Level 6 – with effect from September 2018

<b>Core:</b>	Students are required to take:		
CYP 6034	Research Project	Sem 1 & 2	40 credits
TRS 6802	Religions, Cultures & Complexities	Sem 1	20 credits
TRS 6922	Religions in Leeds and Bradford	Sem 2	20 credits
CYP 6132	From Martinet to Mentor?	Sem 2	20 credits
CYP 6182	Over-schooled & Undereducated?	Sem 2	20 credits

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## 7. Structure 2018/19 onwards

### BA (Hons) Education and Religious Studies (Joint Honours)

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

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

<b>Core:</b>	Students are required to take:		
CYP 4982	Ethics, Society and Employability	Sem 1	20 credits
CYP 4012	Is Education Fair? In Introduction to Sociology of Education	Sem 2	20 credits
CYP 4002	Change and Continuity: An Intro to History of Education	Sem 1	20 credits
TRS 4002	Studying Religion	Sem 1	20 credits
TRS 4502	The Bible	Sem 2	20 credits
CYP 4112	Introduction to the Philosophy of Education	Sem 2	20 credits

#### **Level 5** – with effect from September 2018

<b>Core:</b>	Students are required to take:		
CYP 5192	Education, Inequality & Social Justice	Sem 1	20 credits
CYP 5002	Education Policy	Sem 2	20 credits
CYP 5052	Professional Development & Placement 2	Sem 1 & 2	20 credits
CYP 5042	Research Methods and Evidence-based Practice	Sem 2	20 credits
TRS 5742	Rites, Rituals and the Religious Quest	Sem 1	20 credits
HUM 5022	Religion and Politics	Sem 2	20 credits

#### **Level 6** – with effect from September 2018

<b>Core:</b>	Students are required to take:		
CYP 6034	Research Project	Sem 1 & 2	40 credits
TRS 6802	Religions, Cultures & Complexities	Sem 1	20 credits
TRS 6922	Religions in Leeds and Bradford	Sem 2	20 credits
CYP 6132	From Martinet to Mentor?	Sem 2	20 credits
CYP 6182	Over-schooled & Undereducated?	Sem 2	20 credits

## 8. Learning, teaching and assessment

### 8a) Statement of the strategy for learning, teaching and assessment for the programme

BA (Hons) Education and Religious Studies draws upon the Leeds Trinity Learning, Teaching and Assessment Strategy. This emphasises the value of student-centred approaches and active learning. In particular, Level 4 of this programme exploits the potential of students' diverse experiences within education and their perspectives on it, in addition to observations and understandings of diverse faiths and inter-faith relations. This reflects QAA guidance and offers an accessible route for students to engage with the programme and its literature. The initial phase of Level 4 is where students have the opportunity to build and refine skills for learning that apply both in the University and on placements. The incorporation of weekly 'directed activities' encourages

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student engagement and facilitates incremental development of students' capacity for independent and critical study.

Class sizes are projected at below 50, as experience on BA Education Studies and BA Religious Studies has shown a notable falling away in participation by less confident students in larger classes. Sessions are delivered in a wide variety of formats, both tutor-facing and online, to include: lecture-style presentations by the tutor or guest speaker, workshops, seminars, small group and individual tutorials, student-led presentation sessions, and debates. There are also opportunities for individual help through face-to-face meeting or online means, and use is made of the VLE in order to share programme information and materials and offer a forum for discussion. The Level 6 research projects are supervised by individual tutorials and students on placement (Levels 4 and 5) are supervised by development tutors.

The programme is designed to allow students to make connections across levels, with coherent progression from Level 4 to Level 6. In line with the desire to create a strong practice-oriented strand, there is a practice- and/or research-focused module at each level.

The programme is to be delivered through a combination of a number of modules running over two semesters, and others running intensively in only one semester. A decision to deliver modules typically within a semester rather than across two semesters has been taken for two reasons. Firstly, students will focus upon a narrower range of topics with greater intensity over a shorter period and this may facilitate greater depth of study and enhanced satisfaction. Secondly, this pattern allows the programme to become involved in international exchanges to the benefit of students.

Students receive additional support through an induction programme the week before Level 4 Semester 1, ongoing study skills development in CYP 4052 *Professional Development and Placement 1*, and the development tutor system of the University. These and other systems of student support continue throughout the programme to help bring out student potential. Student employability is further developed through the professional development programme and placement modules. Students are encouraged to participate in the institution as representatives in the Student-Staff Academic Committee, and they are consulted about programme development.

Students receive guidance on reading in preparation for each session and activity and learning is supported by the VLE (Moodle) and sometimes by readers and other resources. The scholarly resources for guided independent study are provided by the Andrew Kean Learning Centre which has collections in Education and Religious Studies and subscribes to a number of relevant scholarly journals and to online scholarly databases. Students have access to electronic material both on and off campus. Students develop study skills through activities embedded in teaching at every level. Guidance and practice regarding research, analysis and writing is integral to the learning and teaching process and is supported by peer assessment and formative assessment, with tutorial guidance offered on assignment planning / drafting.

A range of assessment modes is used, including essays, reports, reviews, briefing papers, policy papers, evaluations, case studies and presentations, in order to offer the broadest possible opportunity for students to excel. The intention here is to facilitate critique of texts, current policies and practices, while simulating some of the dilemmas and pragmatic compromises inherent in education. Assessments are designed to provide academic rigour, simulate professional requirements and promote student engagement. Assessments at all levels involve formative and summative dimensions. Formative assessment involves students tackling parts of an assessment

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task or related task and benefiting from peer and tutor review for participants. In this way, the formative assessment provides students with the opportunity to identify areas of strength and weakness and develop their understanding of how to complete the summative assessment successfully. Clear assessment criteria are provided at every stage of the scheme, with the greatest demands in terms of analysis and synthesis of material, evaluation, research and critical thinking being clearly made at Levels 5 and 6. Formal, personalised feedback is delivered within 20 working days of submission of work.

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8b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 4992 Ethics and Society	Lectures/seminars/ workshops and online support/ small group tutorials	Directed activities  Online plagiarism test  Negotiated assessment	1,500 words  2,000 words or 10 minute presentation	10% 45%  45%	During semester 1  Mid semester 1 End semester 1	Helen Hanna	
CYP 4002 Change and Continuity: An Introduction to the History of Education	Lectures/seminars/ workshops and online support/ small group tutorials	Historical review (poster & rationale) Briefing paper  Directed Activities	2,000-word equivalent 2,000 words	45% 45%  Pass = 100% of 10%/Fail = 0%	Mid-Semester 1  End of Semester 1  During Semester 1	<b>P Coman</b>	
CYP 4012 Is Education Fair? Introduction to the Sociology of Education	Lectures/seminars/ workshops and online support/ small group tutorials	Analysis of patterns of achievement Essay  Directed Activities	1,500-word equivalent  2,000-word equivalent	45%  45%  Pass = 100% of 10%/Fail = 0%	Mid-Semester 2  End of Semester 2  During Semester 2	<b>K Brain</b>	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 4052 Professional Development and Placement 1	Workshops/lectures/assignment support, directed activities and placement	Portfolio  Placement Performance Reflective Report  Directed Activities	3,000-word equivalent	70%  Pass / Fail  Pass = 20% of module mark/Fail = 0% Pass = 1005 of 10%/Fail = 0%	Semester 2 – week before preparation phase End of module  Week following completion of Placement  During Semester 1	<b>H Hanna</b>	
TRS 4002 Studying Religion	Lectures, seminars/group work/tutorials	Diagnostic Essay Presentation Portfolio	500 words 10 minutes 2,000 words	10% 45% 45%	Early Semester 1 Mid-Semester 1 End of Semester 1	<b>Suzanne Owen</b>	
TRS 4502 The Bible	Lectures, Workshops/Seminars	Portfolio Essay Integrated assessment	1,500 words 1,500 words	35% 35%  30%	Mid-Semester 2 End of Semester 2  End of Semester 2	<b>Suzanne Owen / VL</b>	
CYP 5002 Education Policy	Lectures/seminars/workshops and online support/small group tutorials	Policy Review & proposal Group Poster presentation	3,000 words  1,000-word equivalent	100%  Pass/Fail	End of Semester 2  Throughout the module	<b>P Coman</b>	
CYP 5052 Professional Development and Placement 2	Workshops, e-tutorial support and placement	Portfolio  Placement  Reflective Report	1,000-word equivalent 1,000-word equivalent 2,000 words	30%  Pass/Fail  70%	End of Semester 1  During Semester 2  Week following completion of Placement	<b>J Potter</b>	
CYP 5042 Research Methods and Evidence-based Practice	Lectures/seminars/workshops and online support/small group tutorials	Research Proposal	4,000-word equivalent	100%	End of Semester 2	<b>K Brain</b>	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
TRS 5742 Rites, Rituals and the Religious Quest	Lectures/seminars/ group work	Presentation  Essay	2,000 word equivalent 2,000 words	50% 50%	Mid-semester 1 End semester 1	<b>Suzanne Owen</b>	
HUM 5022 Religion and Politics	Lectures/seminars	Portfolio	4,000-word equivalent	100%	End of Semester 2	<b>Ann Marie Mealey</b>	
CYP 5192 Education, Inequality and Social Justice	Lectures/seminars/ workshops and online support/ small group tutorials	Case Study	4,000 words	100%	End of Semester 1	<b>K Brain</b>	
CYP 6034 Research Project	Briefing sessions and supervision session/e-tutorial support	Research project	8,000 words or equivalent	100%	End of Semester 2	<b>P Coman</b>	
TRS 6802 Religions, Cultures and Complexities	Lectures/seminars/ group work	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid-Semester 1 End of Semester 1	<b>Suzanne Owen</b>	
TRS 6922 Religions in Leeds and Bradford	Lectures/seminars/ site visits	Portfolio Report	2,000 words 2,000 words	50% 50%	End of Semester 2 Semester 2	<b>Suzanne Owen</b>	
CYP 6132 From Martinet to Mentor?	Lectures/seminars/ workshops and online support/ small group tutorials	Review Essay	2,000 words 2,000 words	50% 50%	Mid-Semester 2 End of Semester 2	<b>P Coman</b>	
CYP 6182 Over-schooled & Undereducated?	Lectures/seminars/ workshops and online support/ small group tutorials	Project: A proposal to redesign current schooling	4,000 words	100%	End of Semester 2	<b>K Brain</b>	

### 8c) Programme learning outcomes covered

	Assessed learning outcomes of the programme	Skills development
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<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	I7	I8	I9	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.	Subject knowledge	Christianity as a world religion	Education & society	Significant interpreters	Contextualise and evaluate	Religious questions, issues & differences	Approaches in education studies	Methods in religious studies	Critical evaluation and synthesis	Engagement and debate	Independent study, research and communication	Limits of knowledge	Ethical behaviour and social responsibility	Use of data	Work effectively and reflect on practice	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
<b>LEVEL 4</b>																								
CYP 4992																								
CYP 4002			✓		✓				✓								✓							✓
CYP 4012			✓		✓		✓		✓					✓			✓				✓			✓
CYP 4052															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TRS 4002	✓	✓		✓	✓	✓		✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TRS 4502	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓					✓		✓	✓				✓	
<b>LEVEL 5</b>																								
CYP 5002			✓		✓		✓					✓	✓			✓	✓	✓						✓
CYP 5192			✓		✓		✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CYP 5052									✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CYP 5042									✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HUM 5022	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
TRS 5742	✓			✓	✓	✓		✓	✓		✓			✓		✓		✓	✓			✓		
<b>LEVEL 6</b>																								
CYP 6034					✓				✓	✓	✓		✓	✓		✓				✓				✓
TRS 6802	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TRS 6922	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CYP 6132			✓		✓		✓		✓					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CYP 6182			✓		✓		✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 9. 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 '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).

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.

## 10. 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)

Condonement will not be available for failure in these modules:

CYP 4052 *Professional Development & Placement 1*  
CYP 5042 *Research Methods and Evidence-based Practice*  
CYP 5052 *Professional Development and Placement 2*  
CYP 6034 *Research Project*

## 11. 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.*

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## 12. 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)

External examining of this programme will be built into the module and programme allocations of the Philosophy, Ethics, and Religion and Education Studies external examiners.



### **13. 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)

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### **14. Additional support needs**

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

There are no particular factors that necessitate bespoke arrangements for this programme. The programme team links with institutional services, including an independent Student Support department and the Student Achievement Advisers' team, to support all students appropriately.