Programme Area: Arts, Humanities & Social Sciences

BA (Hons) History and Theology, Philosophy & Ethics with Foundation Year

Programme Specification

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	**28 March 2022** **Amended September 2025**
2	**Next Scheduled Review Date: [Month/Year]**	March 2028 **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	Foundation Year: 01 September 2022 BA (Hons) History and Theology, Philosophy and Ethics: 01 September 2023
4	**Version Number**	1.1

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

SECTION A (YEARS 1-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) History and Theology, Philosophy & Ethics with Foundation Year	

1a	Programme Code
BAHITP01F22	

2	Brief Summary (for Marketing Purposes)

Foundation Year

The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.
Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.

This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

BA (Hons) History and Theology, Philosophy and Ethics:

The BA (Hons) History and Theology, Philosophy and Ethics joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects your passion and interests in the chosen subjects. The joint honours degree may expand career options and lead to a broader range of transferable skills.

The History element of this joint programme offers students a course of critical historical study across a range of exciting topics and time-periods utilizing the latest insights and techniques, primarily within the context of social, cultural and political history. The course takes students on a journey by engaging with documentary research, the study of artefacts, digital collections and visits to relevant heritage sites, archives and museums. Students explore a range of fascinating topics spanning a number of historical eras, in a wide variety of local, national, and global contexts. Modules cover subjects as diverse as medieval Europe; the Vietnam War and Cold War; sexuality, race, class, and gender identity; the history of espionage; early modern reformation and revolution; the British Empire; the history of magic; the history of the city; the Atlantic slave trade; the French and Haitian Revolutions; and the histories of crime, punishment, popular protest, and modern dictatorship.

Students analyse data, images and texts, construct, debate and defend arguments and engage in original historical research side-by-side with experts in the field. The learning journey moves from introductory subjects with an emphasis on taught skills in first year through to an independent, research-based dissertation in final year. There is also the opportunity to look at how history is encountered within the community and take a work-based placement that enhances student career goals and direction.

The degree enhances employability by focusing on highly desirable and transferable critical thinking and analytical skills, professional writing practices and the art of constructing persuasive arguments. As well as learning about people in the past, students on this course can expect to investigate how people today engage with history and consider how the past can be brought alive.

Theology modules of study equip graduating students with a critical understanding of theological, ethical and philosophical values that shape Theology, Philosophy and Religious Studies. The programme explores the subject area in different religious, cultural and social settings, promoting appreciation of the religious, theological and ethical issues that are attached to the subject in its contemporary setting.

The programme challenges the student to question how we see, interpret and respond to contemporary religious and ethical issues to become advocates for change. Students develop knowledge and understanding of a broad range of topics whilst acquiring skills in meeting needs through examining theory and engaging in research-based enquiry. This theology programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised theology, philosophy and ethics topics. In addition, students will be provided with a range of opportunities throughout the programme to learn about and practise the teaching of Religious Education.

3	**Awarding institution**	Bishop Grosseteste University		
3a	**Programme Length**	**Full-Time** 4		**Part-Time** N/A
3b	**Mode(s) of Study**	Full-time		
4	**Home Academic Programme Portfolio**	Arts, Humanities & Social Sciences		
5	**HECoS/UTT/UCAS code(s)**	**HECoS/CAH2** 100302 / CAH20-01-01 History 100794 / CAH20-02-02 Theology	ITT	**UCAS code V2VF**
6	**Framework for HE Qualifications position of final award(s)**	Foundation Year: Non-award bearing (Level 4) History and Theology, Philosophy and Ethics: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	**Alignment with University Credit Framework**	Foundation Year: Non-award bearing History and Theology, Philosophy and Ethics: Undergraduate		

8	Compliance with University Assessment Regulations	*Academic Regulations Governing Taught Qualifications*
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A

Awards

10	Final Award title(s)	BA (Hons) History & Theology, Philosophy and Ethics with Foundation Year Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year.
10a	Exit or Fall back Award title(s)	CertHE in History & Theology, Philosophy and Ethics (120 credits) DipHE in History & Theology, Philosophy and Ethics (240 credits) Ordinary Degree in History & Theology, Philosophy and Ethics (300 credits)
10b	Pathway	n/a
11	(i) Combined Honours Awards available e.g.: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	n/a

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

The programme has been written to correspond closely with the:

- *UK Quality Code for Higher Education* (QAA 2018)
- *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)
- specific reference to benchmark statements for *Education Studies* (2015)
- specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications

18	Programme Aim

The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.

The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:

- Provide learners with knowledge and understanding of basic academic communication and problem-solving skills
- Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts
- Support learners to become self-directed learners in preparation for undergraduate study
- Enable learners to develop a range of transferable skills as a foundation for employment.

The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.

A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

Students successfully completing the Foundation Year will be able to:

K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.
SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively
TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

20	**PGCE or Exit Award Learning Outcomes**

There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS: OUTCOMES

17	QAA Benchmark Statement(s)

The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as:

QAA. (2019) Subject Benchmark Statement: History
https://www.qaa.ac.uk//en/quality-code/subject-benchmark-statements

The below draft for consultation was also consulted and used to inform elements of this programme specification: QAA. (2021) Subject Benchmark Statement: History (draft for consultation)
https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/consultation-on-revised-subject-benchmark-statements

Theology, Philosophy and Ethics modules are an amalgamation of two different disciplines; that of Theology and Philosophy. The Benchmarks from both disciplines have been consulted, *Theology and Religious Studies* (2019) as well as *Philosophy* (2019).

The design and delivery is mindful of these statements, and draws upon specific aspects of them, where relevant, as terms of reference in designing taught content and assignment tasks, for example:
The Theology and Religious Studies benchmarks set the skills that are developed in undergraduate programmes in this subject area.

In the Theology and Philosophy benchmarks are expectations of the three key contexts that provide the foundation on which philosophy degree programmes are based: General Philosophy, comprising of enquiry into ideas such as existence, truth, time, causality, free will, God, Knowledge, logic, duty and gender as in (THP50122) Religion, Race and Sexuality and (THP60122) Cogito ergo Sum-Questions and Learning; secondly the study of particular areas of human practice and enquiry such as politics, the arts, education and religion as in (THP60422) Media and Message; and thirdly, the study of Philosophy's conceptual relationship with modern science in (THP50622) God and Science. The delivery and assessment of the relevant modules adhere to the scope set out by these contexts.

18	Programme Aim

The programme outcomes for the Theology, Philosophy and Ethics element of this joint programme are aligned with the QAA benchmark descriptors for Level 4-6 undergraduate degrees (QAA, 2019) and Philosophy (QAA 2019). QAA Characteristics Statements for Undergraduate Degrees (QAA, 2015).

The programme aims to promote understanding by stimulating curiosity and fascination about the variety of religious cultures as provided by (THP40522) The World's Religions; in depth study of sacred text and practices as in (THP60322) Asian Beliefs; consideration of the political characteristics of religion encountered in (THP50322) Green Theology; awareness of plurality within societies, an empathetic engagement with different beliefs; intelligent use of a variety of theories and arguments as well as a critical involvement with changes in the subject such as liberationist or feminist approaches.

The principle aims of the BA (Hons) History and Theology, Philosophy and Ethics are to provide students with:

• a coherent and detailed knowledge and systematic understanding of the subjects of history and Theology, across a range of chronological periods and geographical situations, primarily within the context of social, cultural and political history.

•	the subject specific and professional skills required to successfully engage in critical learning and research across a range of contexts using ideas and techniques, some of which are at the forefront of the two disciplines;

•	the ability to manage their own learning, undertake independent and effective research in the subject of History and/or Theology, and to critically evaluate primary and secondary sources;

•	a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of ambiguities and the limits of knowledge, within the disciplines;

•	effective oral, written and presentation skills and the ability to use a range of appropriate information and communications technology; and

•	a range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Throughout the course of the programme, students will encounter a wide range of historical evidence and contexts, ranging from the early medieval period through to the contemporary world. The topics addressed by the programme have been designed to both widen students' knowledge of the past and its complexity, and to facilitate and encourage the development of personalized areas of historical interest. As students undertake the modules and learning activities within the single honours History programme, they will develop a range of critical and analytical skills. Knowledge, understanding and subject specific skills will be developed progressively across the three years (levels) of the programme, and culminate in a significant capacity for independent research-driven study during the final year of the programme. Successful students will, through this programme, gain a variety of skills that will prepare them for employment or for further study and will also emerge with a clearer understanding the of world as it was, as it is, and as it can be in the future.

Full reference has been made during the design of the programme to the Benchmark Statement for History (Quality Assurance Agency [QAA]. 2019). As a result, the programme includes the study of a range of historical periods from the medieval to contemporary encouraging students to develop 'an awareness of continuity and change over an extended time span' (section 4.2). In a similar approach, issues of geographical range have also been addressed through the progressive development across the levels of the programme. Modules at all levels seek to address significant aspects of the histories of England and the British Isles whilst also placing these histories in multi-perspective European and international contexts. By containing a genuinely international dimension the programme ensures that students will 'study the history of more than one society, culture or state' and in examining topics such as the British Empire ensures that the programme supports students as they identify not just the 'implications of Britain's imperial past and of its increasing ethnic, social and cultural diversity in the recent past and the present' but also 'History's ability to promote understanding between cultures and national traditions…' (Section 4.3).

The QAA benchmark document states the 'opportunity for close work on source material originating in the period studied is essential' (section 4.4). The programme directly addresses this in a number of modules that focus on the applied aspects of primary historical research. It is a feature of history at BGU that such source-based work uses not only documentary evidence but also 'artefacts' and 'visual evidence' across a number of modules (section 4.4). Critical approaches to source work are supported through independent research and study by students in a number of modules including through 'independent work' that 'approximates to historical research' on the Level 6 Dissertation module (section 4.4) which allows students to engage in 'an extended piece of written work' (section 4.7). Additionally, it should be noted that the programme, and more widely teaching by BGU historians, includes an expectation that students will develop the ability to 'reflect critically on the nature of their subject, its social rationale, its theoretical underpinnings, its ethical dimensions and its intellectual standing' (section 4.5). Such issues are addressed

as appropriate at every level of the programme. Finally, the programme is wide-ranging in its thematic scope covering political, social and cultural histories.

The typical graduate of this programme will have acquired a 'considerable range and depth of historical knowledge in particular areas of the past and is able to show a sound competence in nearly all of the historical and transferable skills' outlined in sections 8.1 of the QAA document. A graduate of this programme with 'an excellent performance can be expected to have mastered a very extensive range and depth of historical knowledge in particular areas of the past and to have demonstrated a very superior command of nearly all the historical and transferable skills' outlined in section 8.1 of the QAA document. Conversely a student of the programme graduating at the threshold level will have attained a 'basic understanding of historical evidence of different types; the ability to produce structured, if underdeveloped and incomplete, arguments or to write a thorough narrative with insufficient analysis; and the ability to express in a generally grammatical and intelligible manner, which may lack clarity and fluency' (section 8.4).

Theology modules have been designed to support and challenge students in a range of formal and informal educational settings and contexts, including lectures, tutorials, discussion groups, educational visits and the VLE. It aims to engage students with a range of issues within the broad academic disciplines of theology, philosophy and ethics relevant to a wide range of contemporary issues related to local, national and global issues. It aims to produce high-calibre graduates who are autonomous, reflexive, possessing of inquiring and analytical minds as part of their academic formation.

The degree programme embraces both the skills-based and holistic (Harvey, 2003) definitions of employability outlined in the most recent HEA Pedagogy for Employability (HEA, 2012) and aim to inspire students to be 'versatile researchers', with 'advanced communication skills', who will become 'lifelong learners' (QAA Benchmark Statement for Theology and Religious Studies, 2019). It is informed by BGU's Five Year Strategy 2019-2025, BGU's Graduate Attributes (2016a) and Internationalisation Strategy (2016b). In particular, the degree programme gives students the opportunity to be enterprising, critically reflexive and digitally literate, capable of contributing to local, national and global communities and economies (BGU, 2016a); to develop research-informed specialist subject knowledge in literature from a range of periods, forms and cultures (QAA, 2019); and to promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse literatures.

The degree programme provides education and training that prepares students appropriately for graduate-level careers in public, private and third sectors locally, in the UK and internationally by developing students' key skills in oral and written communication, digital literacy, and ICT, through clear but flexible assessment pathways that are relevant to twenty-first-century work contexts. These skills equip students with a range of academic competencies (BGU 2016a), including discipline-specific analytic, bibliographic and research skills that will prepare them for further study or research in Theology or related fields (QAA, 2019). They also promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse theological/religious traditions, and an 'international outlook' (BGU, 2014).

The degree programme promotes and fosters independent learning and project-based learning, strengthened by a supportive intellectual and pedagogical framework within which students can be challenged and engage with current research. It aims to further students' engagement with theology and philosophy and their transformative, relevant, twenty-first-century nature through enhancement activities, and opportunities to engage in BGU's growing research culture through local, national and international projects and events. For example, students will be able to participate in projects organised in collaboration with Christian Aid, BGU Associate Award, work with contacts in India, BG Futures and the Centre for Enhancing Learning and Teaching (CELT). BGU graduates use their knowledge and skills to enter a wide range of professions including teaching, university lecturing, counselling, education officers for religious

organisations, social work, youth work, parliamentary researchers, TV/Radio programme consultants, and the charity sector.

In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all graduates.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

On successful completion of BA (Hons) History and Theology, Philosophy and Ethics, students will be able to:

Knowledge and understanding (KU) History

KU 1   Demonstrate the acquisition of coherent and detailed knowledge, and a systematic understanding, of key aspects of the subject of history;

KU 2   Demonstrate a conceptual understanding of the relationship between theory and practice, and describe and comment upon particular aspects of current research, or equivalent advanced scholarship, within the discipline of history;

KU 3   Demonstrate a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of the uncertainty, ambiguity and the limits of knowledge within the discipline of history.

Knowledge and Understanding [KU] Theology

- KU1 Demonstrate a wide ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;

- KU2 Demonstrate an extensive knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;

- KU3 Demonstrate a perceptive, critical and confident understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

- KU4 Demonstrate a thorough and critical understanding of a wide range of issues, ideas, religious attitudes, philosophical perspectives, ethical viewpoints and ideologies appropriate to the discipline.

Subject-specific and professional skills (SPS) History

SPS 1   Devise and sustain arguments, and/or solve problems, across a range of historical contexts using ideas and techniques some of which are at the forefront of the discipline;

SPS 2   Deploy accurately established techniques of analysis and enquiry while undertaking historical research and critically evaluating primary and secondary sources;

SPS 3	Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out historical projects.

Subject-Specific and professional skills Theology

- SPS1 Develop a sophisticated and advanced level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;

- SPS2 Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;

- SPS3 Demonstrate an assured understanding and application of a wide range of theological conventions and skills.

- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating evidence, showing an appreciation of theory evidence and relevance to current theological/philosophical/ethical issues and debates.

Intellectual skills (IS) History

IS 1 Manage their own learning by making use of a range of scholarly reviews, primary and secondary sources, data and other relevant materials;

IS 2 Demonstrate the ability to undertake effective decision-making in complex and unpredictable contexts;

IS 3 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution, or solutions, to a problem or issue.

Intellectual skills [IS] Theology

- IS1 Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position;

- IS2 Abstract, synthesise and analyse secondary and primary sources;

- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;

- IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

Transferable skills (TS) History

TS 1 Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;

TS 2 Communicate through a range of effective oral, written and presentation skills information, ideas, problems and solutions to both specialist and non-specialist audiences;

TS 3 Confidently use a range of information and communications technology and other learning and communications resources;

TS 4 Exercise initiative, and personal and ethical responsibility.

Transferable Skills [TS] Theology

- TS1 Develop a range of employability and business-related skills appropriate to the subject area;

- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS3 Be able to use with proficiency a wide range of information and communications technology and other learning and communications resources;

- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a team.

20	Exit Award Learning Outcomes

Learning outcomes for Cert.HE (Level 4):

Students awarded the **Certificate of Higher Education in History and Theology, Philosophy and Ethics** will be able to:

Knowledge and understanding (KU) History

KU 1   Demonstrate knowledge and understanding of the underlying concepts and principles within the disciplinary area of history;

KU 2   Demonstrate an understanding of the principles of theory and practice, and evaluate and interpret these within the disciplinary context of history;

KU 3   Demonstrate a basic understanding of the contested nature of historiographical debate, and the limits of knowledge, within the discipline of history.

Knowledge and understanding Theology

- KU1 Demonstrate a range of knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;

- KU2 Demonstrate a sound knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;

- KU3 Demonstrate critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Subject-specific and professional skills (SPS) History

SPS 1   Develop lines of argument, and make sound judgements, across a range of historical contexts, in accordance with basic theories and concepts appropriate to the discipline;

SPS 2   Present, evaluate and interpret qualitative and quantitative data including primary and secondary historical sources;

SPS 3   Evaluate the appropriateness of different approaches to solving problems related to the study of history.

Subject-Specific and professional skills Theology

- SPS1 Develop a sound level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;

- SPS2 Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;
- SPS3 Demonstrate a sound understanding and application of a range of theological, philosophical and ethical conventions and skills.

Intellectual skills (IS) History

IS 1 Manage their own learning by applying concepts and principles within the context they are studied;

IS 2 (Not applicable);

IS 3 Use established techniques to undertake analysis of information, and to propose solutions to problems arising from that analysis.

Intellectual skills Theology

- IS1 Articulate critical arguments on specialist subject matter adopting and defending an evidence-based position;
- IS2 Abstract, synthesise and analyse secondary and primary sources;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable and unpredictable nature;

Transferable skills (TS) History

TS 1 Demonstrate employability-related skills appropriate to the subject area including basic research and analysis, evaluation of evidence, and the formulation of structured and coherent arguments;

TS 2 Communicate the results of their study accurately and reliably;

TS 3 Use information and communications technology and other learning and communications resources;

TS 4 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Transferable skills Theology

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a range of effective oral, written and presentation skills for a number of audiences;
- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

Learning outcomes for Dip.HE (Level 5):

Students awarded the **Diploma of Higher Education in History and Theology, Philosophy and Ethics** will be able to:

Knowledge and understanding (KU) History

KU 1 Demonstrate knowledge, and critical understanding, of key aspects of the subject of history;

KU 2   Demonstrate understanding of the relationship between theory and practice and how this influences analyses and interpretations within the discipline of history;

KU 3   Demonstrate a critical understanding of the contested nature of historiographical debate, and an understanding of the limits of knowledge, within the discipline of history.

Knowledge and Understanding [KU] Theology

- KU1 Demonstrate a broad ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;

- KU2 Demonstrate a good knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;

- KU3 Demonstrate a perceptive, critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Subject-specific and professional skills (SPS) History

SPS 1   Devise and sustain arguments, and/or solve problems, across a range of historical contexts, using ideas and techniques appropriate to the discipline;

SPS 2   Deploy established methods of enquiry while undertaking historical research and evaluating primary and secondary sources;

SPS 3   Apply the methods and techniques learned, and evaluate critically their use, to initiate and carry out historical projects.

Subject-Specific and professional skills Theology

- SPS1 Develop a good level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;

- SPS2 Act with autonomy and independence on theological/philosophical research, and critically evaluate thought and practice;

- SPS3 Demonstrate an assured understanding and application of a wide range of theological/philosophical conventions and skills.

- SPS4 Demonstrate a good level of ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating evidence, showing an appreciation of theory evidence and relevance to current theological/philosophical issues and debates.

Intellectual skills (IS) History

IS 1   Manage their own learning by applying concepts and principles outside the context they were first studied;

IS 2   Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

Intellectual skills [IS] Theology

- IS1 Articulate critical arguments on specialist subject matter adopting and defending an evidence-based position;

- IS2 Abstract, synthesise and analyse secondary and primary sources;

- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;

Transferable skills (TS) History

TS 1   Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;

TS 2   Use effective oral, written and presentation skills to communicate information, arguments and analysis to both specialist and non-specialist audiences;

TS 3   Use information and communications technology and other learning and communications resources;

TS 4   Demonstrate the qualities and transferable skills necessary to exercise decision making, and personal and ethical responsibility.

Transferable Skills [TS] Theology

- TS1 Develop a range of employability skills appropriate to the subject area;

- TS2 Demonstrate a good range of effective oral, written and presentation skills for a number of audiences;

- TS3 Be able to use a broad range of information and communications technology and other learning and communications resources;

- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in *Regulations for Undergraduate Awards.*

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

Level 4	Semester 1	HIS41322: The Historian's Craft: Doing History at University 15	HIS41422: The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485 15	THP40522: The World's Religions (The West) 15	THP40622: The World's Religions (The East) 15
	Semester 2	HIS40622: Histories of Identity: Sexuality, Race, Class and Gender 15	HIS40822: The Early Modern British Isles: From Reformation to Revolution 15	THP40722: Christianity, Christ to the Middle-Ages 15	THP40822: Christianity, Reformation to Now 15

Level 5 – 120 credits

Level 5	Semester 1	HIS50622: People and Places: Researching Local and Regional History 15	HIS51022: A Better World is Possible: British protest movements 1800-2000 15	THP50722: Religion at the Fringes: Part 1- New religions and Cults 15	THP50322: Green Theology 15
	Semester 2	HIS50522: The Dark Arts: A History of Magic, Witchcraft and Folklore 15	HIS50822: Creative Destruction: The Atlantic World in the 17th and 18th centuries OR HIS512: The Long Weekend: Britain between the wars, 1918-1939 OR GA Enhancement Module 15	THP50922: Women and Faiths – Part 1- The West	THP50122: Women and Faiths – Part 2- The East OR GA Enhancement Module 15

Level 6 – 120 credits

Final year project in History

Level 6	Semester 1	HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15	HIS60822: History Dissertation 45	THP60122 Cogito ergo Sum 15	THP60422 Media and Message 15
	Semester 2	HIS615_1.0: Crime and Punishment in Modern Britain, c. 1550 to the present 15			THP60522 Religion, War and Terrorism 15

Final year project in Theology, Philosophy & Ethics

Level 6	Semester 1	THP60122 Cogito ergo Sum 15	THP60622 (Theology, Philosophy & Ethics) Dissertation 45	HIS60922: Kill Your Masters: The French and Haitian Revolutions 15	HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15
	Semester 2	THP60522 Religion, War and Terrorism 15			HIS615_1.0: Crime and Punishment in Modern Britain, c. 1550 to the present 15

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
THP40522	Mandatory	The World's Religions (The West)	1	15
THP40622	Mandatory	The World's Religions (The East)	1	15
THP40722	Mandatory	Christianity, Christ to the Middle-Ages	2	15
THP40822	Mandatory	Christianity, Reformation to Now.	2	15
HIS41322	Mandatory	The Historian's Craft: Doing History at University	1	15
HIS40622	Mandatory	Histories of Identity: Sexuality, Race, Class and Gender	2	15
HIS41422	Mandatory	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	1	15
HIS40822	Mandatory	The Early Modern British Isles: From Reformation to Revolution	2	15

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
THP50722	Mandatory	Religion at the Fringes: Part 1- New Religions and Cults	1	15
THP50922	Mandatory	Code: Women and Faiths: part 1- The West	2	15
THP50322	Mandatory	Green Theology	1	15
HIS50622	Mandatory	People and Places: Researching Local and Regional History	1	15
HIS51022	Mandatory	A Better World is Possible: British protest movements 1800-2000	1	15
HIS50522	Mandatory	The Dark Arts: A History of Magic, Witchcraft and Folklore	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
THP51022	Subject Enhancement	Women and Faiths: Part 2- The east	1	15
HIS50822	Subject Enhancement	Creative Destruction: The Atlantic World in the 17th and 18th centuries	2	15
HIS51222	Subject Enhancement	The Long Weekend: Britain between the wars, 1918-1939	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
THP60122	Mandatory	Cogito ergo Sum	1	15
THP60522	Mandatory	Religion, War and Terrorism	2	15
HIS60422	Mandatory	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	1	15
HIS615_1.0	Mandatory	Crime and Punishment in Modern Britain, c. 1550 to the present	2	15
THP60222	Mandatory	Individual Study	2	15
THP60422	Mandatory	Media and Message	1	15
THP60622	Mandatory	Dissertation	1 & 2	45
HIS60822	Mandatory	History Dissertation	1&2	45
HIS60922	Mandatory	Kill Your Masters: The French and Haitian Revolutions	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23	Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications.   The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24	Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study.   All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition

of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	• SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	• Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'

					• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	• Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	• Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	• Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• In consultation with tutor select a topic for study • Academic essay

25	Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:
- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26	Technology Enhanced Learning

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27	Work-related Learning and/or Placement

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28	Employability

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) History and Theology, Philosophy and Ethics will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.

The History element of this joint programme has been designed to provide a broad-based introduction to the subject of history at Level 4 using 15 credit modules, including an introductory module in semester one (HIS41322) The Historian's Craft: Doing History at University) that uses an engaging case study to deliver the critical and practical skills involved in reading, researching and writing history, and explores the character of historiographical debate.

In semester one, HIS41422 'The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485', introduces students to landmark topics in English and British history and use these vehicles to demonstrate the practical implications for historical study of different research approaches and methodologies and key historiographical debates.

During the second semester at Level 4 history students engage in a historical survey-style course, HIS40822 'The Early Modern British Isles: From Reformation to Revolution', providing students with coherent chronological progression from HIS41422 and an opportunity to build upon awareness of historiographical debate and primary source analysis. HIS40622 'Histories of Identity: Sexuality, Race, Class and Gender', introduces students to the importance of individual and collective identities in the study of history and imparts an understanding of a range of theoretical methodologies related to the practice of social and cultural history that will provide a firm foundation for later studies.

First year students are co-taught with other history students on the majority of the Level 4 modules. This enables students to 'participate in group discussions, give presentations and jointly explore themes and arguments' (QAA 2019: Section 6.5) amongst fellow students and other history students in order to provide dynamic groupings, thus enhancing teaching and learning opportunities and helping to build a history student community at Level 4. Overall, this pattern of delivery provides all history students with time to become acculturated into the disciplinary area, while also facilitating potential switching between history-related programmes/pathways at the end of either semester one or following the completion of the first year of study (see: Code of Practice for Student Transfer Between Academic Programmes).

Relevant research-related skills are delivered progressively across the three years of the programme: from basic study and information literacy skills in the first semester of Level 4 (HIS41322), through a variety of archival skills and professional practice during Level 5 (HIS50622) 'People and Places: Researching Local and Regional History' to individually supervised independent research projects at Level 6 (HIS60822 'History Dissertation'). History students experience a coherent framework of modules through Levels 5 and 6, although with some significant specialization. Modules at Levels 5 and 6 are worth 15 credits (with the exception of HIS60822) to allow a greater number of specialist topics to be taught, introduce greater optionality, and to ensure an even distribution of study across the semesters; Note that HIS60822 'History Dissertation' is worth 45 credits and runs across both semesters to allow students to engage in 'an extended piece of written work' (QAA 2019: Section 4.7). Students are introduced to the international aspects of historical study at various points at Level 4 and have their knowledge and understanding of the global scope of historical study broadened through specific modules across the rest of their programme of study. During their Level 5 studies History students undertake modules that explore a diverse range of

topics from the history of British protest movements (HIS51022) to the history of magic, witchcraft and folklore (HIS50522).

Throughout Levels 5 and 6, the modules offered expand the students' knowledge and understanding of history by exploring a wide geographical scope. This is particularly so through HIS60422 'The British Empire in the 19th Century' which explores global historical settings and connections whilst often relating these back to national contexts in order to promote understanding of Britain's colonial past and place in the world (QAA 2019: Section 4.3). Optional modules such as HIS60922 'Kill Your Masters: The French and Haitian Revolutions', are international in scope and focus offering the opportunity for students to shift focus away from the British lens. Conversely HIS51222: 'The Long Weekend: Britain between the wars, 1918-1939', HIS50522 'The Dark Arts: A History of Magic, Witchcraft and Folklore' and HIS615_1.0 'Crime and Punishment in Modern Britain, c. 1550 to the present', provide students at Level 5 & 6 with the option of deepening their specialism in British historical studies.

Subject-specific skills in historical/archival research, information literacy and 'digital fluency' are developed through participation in HIS50622 'People and Places: Researching Local and Regional History'.

At Level 6, The final research dissertation project (HIS60822) enables students to develop their own structured independent study supported with workshop and tutorial provision across the academic year. In each case, students are carefully guided when making choices in their Special Subject and Dissertation topics through group meetings held during semester 2 of Level 5.

The Theology curriculum content comprises of eleven taught modules as well as a supervised dissertation available for single honours students. During the last validation process two new modules are being made available to students. THP509222 Women and Faiths, was validated during the previous2012 validation, however this was only ever available as an option and has not been used. The decision to include it as a module was taken on the basis of a clearly identified religious experience with regard to women. This includes issues that are highly relevant to the programme as a whole including patriarchy, religious hierarchies, gender roles, women's religious experience and feminist theology. The second module to be introduced was Religion at the Fringes: Cults, Sects and New Age Religions THP50722. The Theology team have decided to introduce this module because of the growing appeal and popularity of non-traditional religions. This will address the need to understanding the nature and appeal of new religions in the twenty-first century. This is entirely in keeping with the focus of the whole programme on religion, ethics and contemporary issues. The decision to include these modules in the revalidated programme was based on topics and issues that have a recurring popularity in recent years among students when choosing topics for research. It was felt by the theology team that these additional modules will add considerably to the appeal of the programme with regard to recruitment. The focus of THP60122 Cogito ergo Sum will include metaphysical questions such as the existence of God, life after death, the existence of evil and the nature of belief.

The taught sessions will typically take place over nine weeks per module, with the exception of the Dissertation which will take place over two semesters at Level 6. This module is only open to single Honours students. Scheduled hours will incorporate a combination of lectures, seminars, workshops and tutorials. As part of the remaining scheduled hours for each module, teaching and learning will be through a blended learning approach. This approach allows for a combination of taught sessions, workshops, seminars, tutorials with an electronic Virtual Learning Environment (VLE) to engage students with on-line discussion boards, group discussions and academic reflections.

The modules are designed to enable students to explore lines of enquiry relevant to theology, ethics and philosophy, as well as research interests within the overall focus of the module content. Content within the programme addresses contemporary issues at the forefront of the academic discipline. The programme content supports the critical investigation of subject relevant questions and issues at local, national and global perspectives. This programme aims to foster the idea that religion is something that people do, i.e.,

it is a social practice. Each module provides the opportunity to explore different research techniques, methodologies and scholarship. The module content is designed to allow for flexibility for students to choose specific lines of enquiry and focus on line with their research interests, experiences and theological/philosophical perspectives.

23	Learning and Teaching Strategies

Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. In this section the specific learning and teaching strategies aligned with the half subject are detailed.

Learning and teaching throughout the History degree programme, and across the history subject area more generally, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim to 'embed enquiry-led and research-engaged programmes with students as active partners in learning' and 'provide a student-focused and enabling approach that focuses on individual needs' (BGU Five Year Strategy 2019-25).

Teaching within the programme is delivered through a range of styles and methods including face-to-face lectures, workshops, seminars, tutorials, site visits and placement opportunities but also through the dynamic use of the university's VLE. Whenever possible and relevant, opportunity is taken to engage students with other forms of historical evidence such as film, oral history, artefact collections and the historic environment through specialist teaching and/or external visits.

Across the programme students' knowledge and understanding is progressively developed through a range of modules that encompass localized British history through to global contexts. The programme aims to develop a multi-perspectival and multi-factorial understanding in students by emphasising the international scope of historical study through both specific modules and a wider framing of history as a globalized subject. The time range covered stretches from the early medieval through to the contemporary period, with the majority of the subject area's chronological focus engaging with the 16th to 20th centuries (early modern and modern history). Interactive lectures, lecture-style workshops and seminars sit at the core of history teaching at BGU. These are closely linked to on-line materials, directed reading, and wider study experiences.

Whenever possible opportunities are taken to enhance learning and teaching through the use of innovative practices and approaches, such as 'flipped' lectures, storyboarding, role-play, and group-based activities. During seminar and workshop activities students are encouraged to develop their subject knowledge and understanding, and to build subject specific and critical thinking skills by assembling evidence, presenting ideas, concepts and findings, and constructing and defending arguments individually and as part of a team. Most modules utilise organised field trips to museums, archives, exhibitions and heritage learning sites as additional opportunities to enhance learning, provide new contexts for understanding subjects and broaden the student academic and social experience. Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and key analytical skills as well as ensuring appropriate preparation and progress is being made on assignment tasks.

Students' independent study time is an important aspect of their learning on the course, guided by the academic staff, comprising of preparation for scheduled sessions and assignments using directed and further reading.

The Theology subject team seek to be outwardly facing with teaching and to use a wide range of relevant, experienced professionals and academics as part of the module content to stimulate debate and discussion. Students will work collaboratively in sessions to discuss and critically analyse a wide range of theological, philosophical, and ethical issues. A discursive and dialogic pedagogy will be primarily used and enabled.

Opportunities to develop confidence within the cohort, and beyond, will be established as part of the learning and teaching strategy to share personal research and scholarly work.

A distinct Learning and Teaching strategy and pedagogical approach for the BA (Hons) in Theology, Philosophy and Ethics will be to establish a collegial and strong learning community and support network. This will be achieved by encouraging attendance at open lectures, promoting open forum discussions on Blackboard, and providing students across the cohorts with opportunities to engage in residential field studies. This will seek to develop discussion and focus on the varied subject related topics and contexts that the learners are engaging with, to support the sharing of social, cultural and community values associated with religion and ethics. Critical reflection will be at the heart of teaching and learning strategies. Students will be allocated a personal tutor from the teaching team for the duration of their studies. The rationale for these strategies is to offer a strong support base for students on the programme. Students will also undertake a subject knowledge audit to identify personal areas of strength and for development within the first module. This will be shared with their personal tutor and reflected on throughout the programme.

A core and central tool for supporting teaching and learning will be the use of Blackboard as a Virtual Learning Environment. Students will be invited to use interactive web tools, such as blogs and Padlet, as a strategy for sharing resources, discussions and in leading their own learning. Students will be encouraged to show insight and originality in these activities by stressing the formative nature of these learning experiences.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches which add to the learning experience used include:

- lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement; and

- guest/visiting tutors from across the university, from other HEIs (international) and from local and national statutory, private, and voluntary organisations,

The Theology team will provide opportunities for experiential learning via residential trips, both national and international. These educational trips are an important and attractive facet of the programme. At Level 4 student are given the opportunity to spend 4 days in London visiting various places of theological interest. At Levels 5 and 6 they are given the opportunity to undertake international field visits, for example, visits to Rome or India. These trips will in turn provide opportunities for work experience. Each of these excursions are subsidized from the subject budget and students may also fund raise in order to meet the cost. All of these excursions are highly rated by the students for the learning opportunity they provide. However, it is made clear at the outset that they are not a compulsory component of the course, nor will students who cannot engage with these trips be penalized with regard to assessment.

Seminars, some of which will be tutor led and some of which will be student led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings, and ideas with their peers or to take part in-group presentations. Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

Group work sessions will be used to critically review research, policy and provision exploring challenges and issues across Theology, Philosophy and Ethics, searching for meaningful interpretations, which can inform individual learning and practice.

Students will be offered the opportunity to attend tutorials within each module to discuss ideas and demonstrate progress and engagement with the module learning outcomes.

Ethics:

All learning, teaching and research will fully comply with the Bishop Grosseteste University Research Ethics Policy and other subject-specific and relevant codes of practice and guidance.

Subject specific skills:

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different religious and philosophical contexts and to encourage assessment of different religious, philosophical, social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to the subject areas following demonstration and discussion of possible strategies and interventions.

Intellectual Skills:
Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate, and synthesise information through research and independent study and relate these to Theology and Philosophy. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

Transferable Skills:
Experiential, self-directed teaching and learning strategies will enable students to develop graduate attributes: transferable skills. Students will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, and to practice issues and case studies.

Students will have resources, including indicative texts and supplementary reading available through Worldcat and Blackboard for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and CELT. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

24	**Assessment Strategies**

The assessment strategy for BA (Hons) History and Theology, Philosophy and Ethics supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both half subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the half subjects are outlined below.

History module assessments provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A diverse range of assessments are used which are relevant to the individual demands of the subject matter and enable students to participate in a varied, inclusive and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills.

Generally, across the programme, 15 credit modules have a single point of assessment. A number of modules incorporate a variety of formative assessment-related activities aimed at developing assessment-related skills and competencies. The workload for students is also carefully managed, for example in HIS40622 the single assignment comprises a portfolio of work, currently structured as three 1,000-word biographical vignettes, allowing students to undertake this research and writing task in a staged way across the course of the module. And on HIS50622 the assessment deadline is placed in December to avoid 'bunching' of deadlines in January of semester one. Where appropriate each semester students face a

diversity of assessment types, however 'the essay remains a central component of subject culture in history' (QAA 2019., section 6.13) and this is reflected in its increasing prevalence as an assessment method at Level 6.

The preference for written coursework throughout the programme reflects the general character of history as a literate discipline; as the QAA History Subject Benchmark Statement makes clear, 'History is largely a text-based subject which requires students to learn to read widely, rapidly, and critically, to take good notes, to digest arguments and to synthesise information quickly and intelligently. It also requires them to construct arguments in writing' (section 6.6). That said, individual coursework assessments encompass a range of tasks aside from essays. Students are required to compose short blog-style pieces, produce annotated bibliographies, photo essays or biographical vignettes as integral elements of coursework assignments, for example.

For written work a rubric of 2,000 words per 15 credits is applied, with an allowance of +/-10% on submitted work. At Level 5 this rises to 2,500 words per 15cr and then 3,000 words at Level 6. The exception is the 'capstone project' HIS60822 'History Dissertation' where a word range of 8-10,000 words is in place to reflect the enhanced level of research and independent study activity being assessed.

Where assessment is based upon an examination appropriate use is made of source-based questions and/or open exams. Where group or individual presentations take place students are supported with skills development during taught sessions prior to delivery. In both cases active moderation takes place by having two members of staff view and comment on each presentation, video recordings are made, where possible, for the purpose's quality assurance. Students undertaking group presentations are awarded a shared mark and written feedback however staff also provide optional individual feedback to students through tutorials. For purposes of marking equity, no group presentations take place during Level 5 and 6.

Theology module assessments provide opportunities for students to acquire and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A wide range of assessments, are used which are relevant to the individual demands of the subject matter and, enable students to participate in a varied and engaging educational experience, as is possible. Formative assessment to measure the extent of learning will take place throughout the programme in a variety of forms. Summative assessment is used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills. Where appropriate students will be asked to synthesise practical experience with theoretical content in order to develop their capacity to reflect and critically evaluate at a level appropriate to their study. It is also expected that students will engage in rigorous study, drawing on the various subject domains that contribute to Theology, Philosophy and Ethics. Assessment is a powerful driver of student learning and is the means by which students demonstrate what they have learned. It is therefore seen as integral to the realisation of the planned learning outcomes and vitally connected to the pedagogic strategy. Different types of assessment are used to appropriately test and apply different areas of knowledge and, in particular, to allow students to demonstrate a wide range of skills and our assessment strategy reflects this diversity.

The emphasis of the programme is on equipping students with skills, knowledge and understanding through experiential learning and reflection. To reflect this philosophy our chosen method of assessment at all stages of the programme will be through a range of KIS compliant processes. This approach also supports another key aim of the programme, which is to develop students who are self-aware, independent thinkers with the confidence and resilience to be successful in the challenging field of Theology, Philosophy and Ethics.

Level 6 assessments include; dissertations, group discussion, posters, report writing and written assignments. Students focus upon developing research projects, reflecting their area of interest.

In designing the assessments, creativity in output is considered and use of e-technology is developed as appropriate. For example, students will be expected to use varied software for posters and portfolios. Where appropriate, assessment design is developed with support from CELT.

Students' knowledge, skills and critical understanding of both joint subjects will be assessed by a variety of methods of individual modules, broken down as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written %	Practical %	Coursework %
THP40522	The World's Religions (The West)	15	1	0	0	100%
THP40622	The World's Religions (The East)	15	1	0	0	100%
THP40722	Christianity, Christ to the Middle Ages	15	1	100%	0	0
THP40822	Christianity, Reformation to Now.	15	1	0	100%	0
HIS41322	The Historian's Craft: Doing History at University	15	1	0	0	100%
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	1	0	0	100%
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	1	0	100%	0
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	1	0	100%	0
THP50922	Women and Faiths 1- The West	15	2	0	100%	0
THP51022	Women and Faiths: Part 2- The East	15	2	0	0	100%
THP50722	Religion at the Fringes 1- New religions and Cults	15	2	0	0	100%
THP50322	Green Theology	15	2	0	100%	0
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	2	0	100%	0
HIS50622	People and Places: Researching Local and Regional History	15	2	0	0	100%
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	2	0	100%	0

HIS51022	A Better World is Possible: British protest movements 1800-2000	*15*	2	0	0	100%
HIS51222	Britain between the wars, 1918-1939	*15*	2	0	0	100%
THP60122	Cogito ergo Sum:	15	3	0	0	100%
THP60222	Individual Study	15	2	0	0	100%
THP60522	Religion, War and Terrorism	15	3	0	100%	0
THP60422	Media and Message	15	3	0	100%	0
THP60622	Dissertation (Theology)	45	3	0	0	100%
HIS615_1.0	Crime and Punishment in Modern Britain, c. 1550 to the present	15	3	0	0	100%
HIS60422	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	15	3	0	0	100%
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	3	0	100%	0
HIS60822	History Dissertation	45	3	0	0	100%

Indicative Assessment Strategy: History

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
HIS41322	The Historian's Craft: Doing History at University	15	Coursework: Essay	2,000 words	December semester 1
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	Coursework: Portfolio (biographical studies)	2,000 words	May semester 2
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	Practical: Group presentation	15 minutes	January semester 1
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	Oral assessment (contextual source analysis	10 minutes	May semester 2
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	Practical: Individual paper presentation	15 minutes	May semester 2

Module Code	Module Description	Credits	Assessment	Loading	Submission
HIS50622	People and Places: Researching Local and Regional History	15	Portfolio (written & audio-visual elements): 100%	2,500 words (equivalent)	December semester 1
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	Practical: Group debate	40 minutes	May semester 2
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	Coursework: Essay	2,500 words	May semester 2
HIS615_1.0	Crime and Punishment in Modern Britain, c. 1550 to the present	15	Portfolio (digital and written components)	3,000 words (equivalent)	May semester 2
HIS60422	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	15	Coursework: Essay	3,000 words	January semester 1
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	Practical (Individual poster presentation with Q&A)	1,000 words + 10 minutes	January semester 1
HIS60822	History Dissertation	45	Essay (Dissertation)	8-10,000 words	May semester 2

Indicative Assessment Strategy: Theology, Philosophy and Ethics

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
THP40522	The World's Religions (The West)	15	1	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP40622	The World's Religions (The East)	15	1	100% Written Assignment	2,000 words	Jan Semester 1
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Exam	2,000 words	April Semester 2
THP40822	Christianity, Reformation to Now.	15	1	100% Oral presentation	15 minutes	May Semester 2
THP50922	Women and Faiths-Part 1-The west	15	2	100% Oral presentation	20 minutes	March Semester 2
THP51022	Women and Faiths-Part 2 The East	15	2	100% Written assignment	2,500 word equivalent	May Semester 2
THE50322	Green Theology	15	2	100% Oral presentation	20 minutes	Jan Semester 1

THP50722	Religion at the Fringes- Part 1- New religions and Cults	15	2	100% Written assignment	2,500 word words	Nov Semester 1
THP60122	Cogito ergo Sum: Questions and Learning	15	3	100% Written assignment	3,000 words	Dec. Semester1
THP60222	Individual Study	15	3	100% Written Assignment	3,000 words	June Semester 2
THP60422	Media and Message	15	3	100% Oral presentation	20 minutes	May Semester 2
THP60522	Religion, War and Terrorism	15	3	100% Oral presentation	20 minutes	May Semester 2
THP60622	Dissertation	45	3	100% Written Assignment	9,000 words	May Semester 2

For paired or group assessments both or all students within a pair or group will receive the same grade. In exceptional circumstances a different grade may be awarded to individual students if strongly documented evidence of a disparity in contribution has been reported in writing or via email to a seminar tutor, the module leader or the programme leader before the day and time of submission of the assignment.

25	**Inclusive Practice and Personal Development Planning**

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP). Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

• supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;
• allows students to collect evidence of the things that they achieve during their studies that promote their employability;
• makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

This joint programme ensures that the methods of delivery and support reflect student's different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e., Student support, CELT, NUS) offered within BGU.

In addition, students joining the programme from non-traditional learning routes are encouraged to engage in the same processes. However, tutors recognise that the needs of such students (e.g., mature students, single parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, to which students sign up. An important element of these tutorials is the opportunity to reflect on progress and record targets. This is evidenced using a Development and Career Plan (DCP), as adopted across the university. Personal development planning is integral to the programme.

26	**Technology Enhanced Learning**

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.

The University's virtual learning environment is used throughout the joint programme with every module having a designated area. The module areas are used to provide information on the schedule of teaching, instructions for individual sessions and activities, general announcements and an extensive volume of supporting materials. These include on-line digital resources (including historical/archival materials), sound recordings, and film and video (delivered through the Planet E-Stream platform). Instructional reading lists and materials are accessed through module specific 'My Reading' areas which are consistently presented and organised across all history modules. The 'My Reading' area draws on the Library managed 'Talis Aspire' reading list platform to deliver content. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Module specific elements are detailed within individual module areas. Reference is made to digital historical research materials, and related digital and information literacies. A specific focus is given to this aspect of learning in HIS50622, HIS61022 and HIS60822. HIS50622 'People and Places: Researching Local and Regional History' makes extensive use of physical and on-line primary resources and databases. HIS60822 'History Dissertation' encourages students to draw upon what they have learned across the degree and identify, with guidance from the supervisor, digital collections that are of direct use for their chosen study. Students also have the option of studying HIS615_1.0 'Crime and Punishment in Modern Britain, c. 1550 to the present', which makes extensive use of the digitised datasets related to the history of crime, such as the Old Bailey Sessions Papers and the Digital Panopticon, amongst others. This advanced, optional Level 6 module encourages students to gain skills in the area of data mining/linkage, and introduces the concept of 'Big Data', within the context of historical research.

Students will have a range of opportunities for critical discussion about these materials alongside practice reflections and contributions to on-line blogs and discussion forums, both off and on-site, through the VLE. In addition, the introduction to research tools such as NVIVO and SPSS, along with referencing systems, for example Refworks, will be embedded within the modules. Included within the Library Systems are access to journals and specific subject related learning resources.

Students will be encouraged to engage in research within the Library Systems that provide access to journals and specific subject related learning resources. Students will engage with advanced research for

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relevant literature through online databases and electronic search engines as part of BGU library provision. Module specific elements are laid down within individual modules.

27	Work-related Learning and/or Placement

Joint honours graduates develop a range of skills transferable to graduate careers. These include:
• communication – oral, visual and written;
• understanding and using data;
• decision making;
• organisational skills;
• information technology;
• handling of data/statistics;
• problem-solving, and
• the ability to work in teams

Many programmes at BGU contain elements of work-based learning. The University defines the type of work-based learning that this module provides as a 'Work Experience Placement' which is defined as 'students undertaking work experience to enhance their subject specific skills, knowledge and understanding, intellectual and transferable skills' (see: Code of Practice for Work-based Learning). Such placements are short in duration and normally focus on undertaking a specific activity, which allows for assessment to be completed through a reflective assignment following the 'experience'.

Theology

There are no formal assessed placement modules on the BA, however a number of work experience opportunities will be facilitated throughout the programme using a wide range of established partners, including national charities (Christian Aid), Indian schools and local providers. The Programme Leader has drawn up a partnership agreement with BG Futures in which they have set out a comprehensive range of employability related activities, designed specifically with Theology students in mind. These include, employability induction sessions, visiting speakers from social enterprise, opportunities for volunteering, and the availability of an Enterprise Club. BG Futures will also provide support for students with regard facilitating and supporting work experience opportunities.

With regard to work experience opportunities, students will be able to access existing networks, will be provided with suitable contacts and will be given tutor support/advice throughout any programme relevant work experience they undertake. Professional issues at local, national and international levels are central to the curriculum design and module content. This enables students to apply knowledge and skills in a real-life context offering them a valuable experience to draw on when they present themselves to prospective employers upon graduation. Where informal work experience opportunities occur, they are supported by a work experience handbook. This enables students to apply knowledge and skills in a real-life context offering them a valuable experience to draw on when they present themselves to employers or selectors upon graduation.

The work experience opportunities offered throughout this course (on the basis set out above) will build in complexity and responsibility on the part of students. We will seek to identify specific skills and attributes that students would like to develop and provide them with work experience opportunities that accord to these needs. A framework of work experience agreements is being developed with partners, some of whom have already indicated that they wish to work closely with BGU both in development and implementation of the course.

In addition to this, students would be strongly encouraged to take part in voluntary work that related to an aspect/s of the programme.

28	Employability

These joint honours degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health or voluntary sector careers. The ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Hourly Paid Lecturers) or through enhancement activities (as Guest Lecturers or through dedicated site visits). Currently, this includes staff from Lincolnshire County Council (who operate Lincoln Castle and Lincolnshire Archives), Bletchley Park Trust, Scott Polar Research Institute and The Battlefields Trust, among others.

Wherever relevant the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

History graduates gain skills that help them to research and analyze sources and data, and to construct and defend thought provoking arguments. This means history graduates have the critical and analytical skills demanded by a variety of employers. '*Many employers are especially interested in History graduates because of their particular training and approach, based on robust questioning, rigorous evidence-gathering, and applying multi-perspectival approaches in coming to reasoned and reasonable judgements*' (QAA, 2021 draft: section 1.21).

A range of employment opportunities are open to such graduates including top graduate schemes; journalism and publishing; archives administration; the law, police, security, or military professions; politics and public policy; librarianship, data analysis, and information management; and teaching, museum education and outreach work.

This joint programme will build upon this reputation for employability by encouraging and facilitating students to engage in voluntary work with our established partnerships, particularly in the second year of their course. The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their personal tutor students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the BGU Employability Award, and evidence additional academic and professional achievements. The DCP is a critical component in the compilation by personal tutors of institutional references for students.

Employers in the broad and diverse sectors of formal and informal education have been widely consulted throughout the development of the programme at design and module levels to ensure that the course is relevant and current for supporting the necessary knowledge and transferable skills required within the sector. While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Visiting Tutors) or through enhancement activities (as Guest Lecturers or through dedicated site visits). Currently, this includes staff from Lincoln Cathedral, the Holocaust Centre, Christian Aid, various representative from charities and the voluntary sector, among others.

Wherever relevant the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

Commentary from key stakeholders has focussed on the benefit of the opportunity for further study at postgraduate level for those in broader roles working with children, young people, their families and communities. Employers recognised the value of the programme for professional development and reflection, in supporting the capacity for change and the focus on organisational change as part of the module content.

Graduating cohorts of the Theology, both single Honours and joint Honours programmes, have frequently gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education graduates in this particular subject are also well-placed to work in the following areas:

- religious ministry;

- research based settings;

- local authority provision;

- youth work;

- counselling;

- policing;

- private sector educational providers;

- parliamentary researcher;

- university academic;

- journalism;

- religious advisor for TV/Radio;

- religious consultant for TV/Radio;

- education officer for religious building;

- social care settings; or voluntary sector.

Successful graduates of this programme can also continue to study for both taught and research-based higher degrees.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.

In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.

There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.

Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.

Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.

You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.

30	Programme Specific Management Arrangements

The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.

31	Staff Responsibilities

Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	Programme Specific Student Evaluation

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project, etc.

We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.

In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses

We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the *Code of Practice for the Admission of Students.*

30	Programme Specific Management Arrangements

The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists

31	Staff Responsibilities

Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner	▓		▓	▓	▓	▓
FDY00220 Resourcing Learning	▓		▓	▓		▓
FDY00320 Critical Thinking		▓		▓		▓
FDY00420 Critical Engagement	▓		▓			▓
FDY005206 Effective Communication	▓	▓	▓	▓	▓	
FDY00620 The Digital Learner			▓	▓	▓	▓
FDY00720 Reflective Learning				▓	▓	▓
FDY00820 Academic Writing	▓	▓	▓		▓	▓

SECTION F2 (YEARS 2-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP: History modules

Module	Programme outcomes for LEVEL 4												
	K&U1	**K&U2**	**K&U3**	**SPS1**	**SPS2**	**SPS3**	**IS1**	**IS2**	**IS3**	**TS1**	**TS2**	**TS3**	**TS4**
HIS41322: The Historian's Craft: Doing History at University	✔	✔	✔	✔	✔		✔		✔		✔		✔
HIS40622: Histories of Identity: Sexuality, Race, Class and Gender	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS41422: The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔		✔
HIS40822: The Early Modern British Isles: From Reformation to Revolution	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

Module	Programme outcomes for LEVEL 5												
	K&U1	**K&U2**	**K&U3**	**SPS1**	**SPS2**	**SPS3**	**IS1**	**IS2**	**IS3**	**TS1**	**TS2**	**TS3**	**TS4**
HIS50622: People and Places: Researching Local History	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS50822: Creative Destruction: The Atlantic World in the 17th and 18th centuries	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS51022: A Better World is Possible: British protest movements 1800-2000	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS50522: The Dark Arts: A History of Magic, Witchcraft and Folklore	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS51222: The Long Weekend: Britain between the wars, 1918-1939	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

Module	Programme outcomes for LEVEL 6												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS60822: History Dissertation	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
HIS60922: Kill Your Masters: The French and Haitian Revolutions	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS615_1.0: Crime and Punishment in Modern Britain, c. 1550 to the present	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

ASSESSMENT /OUTCOMES MAP: Theology, Philosophy & Ethics modules

Outcomes for Level 4																
Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
THP40522: World's Religions (West)		✔	✔		✔		✔		✔		✔			✔		

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
THP40622: World's Religions (East)		✓	✓				✓		✓					✓		
THP40722: Christianity: Christ to the Middle-Ages	✓	✓	✓		✓				✓	✓	✓			✓		✓
THP40822: Christianity -Reformation to Now	✓	✓	✓		✓				✓	✓				✓		✓
Outcomes for Level 5																
THP50922: Women and Faiths 1 –The West	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP51022: Women and Faiths 2- The East	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP50322: Green Theology		✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓
THP50722: Religion at the Fringes 1 – New religions and Cults	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Outcomes for Level 6																
THP60222: Individual Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP60122: Cogito ergo sum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
THP60422: Media and Message	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
THP60522: War, Religion and Terrorism	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
THP60622: Dissertation	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping
Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies	▓	▓	▓	▓		▓
Global Citizenship	▓					▓
Information Literacy	▓	▓		▓		
Digital Fluency	▓		▓	▓		
Employability			▓		▓	▓
Being Enterprising					▓	▓

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes Graduate Attributes | Lincoln Bishop University

SECTION G2 (YEARS 2-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS

MAP 2

Graduate Attribute Mapping
Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

HISTORY:

Attribute	Programme Learning Outcomes												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔
Global Citizenship	✔	✔	✔	✔	✔		✔			✔		✔	✔
Information Literacy	✔	✔	✔		✔	✔	✔		✔	✔		✔	✔
Digital Fluency		✔			✔	✔	✔			✔	✔	✔	✔
Employability	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔
Being Enterprising			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

THEOLOGY, PHILOSOPHY & ETHICS

Attribute																
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Global Citizenship	✔			✔			✔	✔			✔	✔			✔	
Information Literacy	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔

Digital Fluency	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	
Employability	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Being Enterprising			✔	✔		✔		✔	✔	✔	✔		✔	✔	✔	✔

Graduate Attributes

GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA12. **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H (YEARS 1-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(e.g., students entering Level 5 from September 2016 onward)*
1.1	Change to title of HIS61222 (now HIS615_1.0).	Sept 2025	1 September 2025	All levels.

SECTION I (YEARS 1-4) BA (HONS) HISTORY AND THEOLOGY, PHILOSOPHY AND ETHICS WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						