Arts, Humanities & Social Sciences

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

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

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**	19 January 2022 Amended Jan 2024
2	**Next Scheduled Review Date:** **[Month/Year]**	March 2028 **Foundation Degree & Combined Honours**
3	**Programme Specification - Effective date:** **[Day/Month/Year]**	Foundation Year: 01 September 2022 BA (Hons) Theology, Philosophy and Ethics: 01 September 2023
4	**Version Number**	2.0

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 (YEAR 1-4) BA (HONS) THEOLOGY, PHILOSOPHY AND ETHICS: ADMINISTRATIVE AND REGULATORY INFORMATION

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

1a	Programme Code
BATHP02F22	

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) Theology, Philosophy and Ethics

This programme equips 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	BGU		
3a	Programme Length	**Full-Time** 4 years		**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** 100794 / CAH20-02-02	**ITT** N/A	**UCAS code** VL6F
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4) Theology, Philosophy and Ethics: Certificate (Level 4) Diploma (Level 5) Honours (Level 6) Masters (Level 7) Doctoral (Level 8)		
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing Theology, Philosophy and Ethics: Undergraduate		
8	Compliance with University Assessment Regulations	*Regulations for Undergraduate Awards*, and *Supplement to the Regulations for Undergraduate Awards with Foundation Year.*		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Theology, Philosophy and Ethics with Foundation Year
10a	Exit or Fall back Award title(s)	Certificate of Higher Education in Theology, Philosophy and Ethics Diploma of Higher Education in Theology, Philosophy and Ethics

		BA Theology, Philosophy and Ethics 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.
10b	Pathway	N/A
11	(i) Combined Honours Awards available e.g.: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	BA (Hons) Theology, Philosophy and Ethics BA (Hons) Education Studies and Theology, Philosophy and Ethics / with Foundation Year BA (Hons) History and Theology, Philosophy and Ethics / with Foundation Year BA (Hons) SENDI and Theology, Philosophy & Ethics / with Foundation Year

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) THEOLOGY, PHILOSOPHY AND ETHICS: OUTCOMES

17	QAA Benchmark Statement(s)

The programme outcomes of the BA (Hons) in Theology, Philosophy and Ethics 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).

Subject Benchmarking

Theology, Philosophy and Ethics programme is 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. The progamme aims to promote understanding by stimulating curiosity and fascination about the variety of religious cultures as provided by (THP40522) The World's Religions (The West) and (THP40622) The World's Religions (The East); in depth study of sacred text and practices as in (THP60322) Asian Beliefs; consideration of the political characteristics of religion encountered in (THP50122) Religion, Race and Sexuality; 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.

In the 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 (THP40922) A Brief History of Thinking: Socrates to the Middle Ages and (THP60122) Cogito ergo Sum; secondly the study of particular areas of human practice and enquiry such as politics, the arts, education and religion as in (THP60322 Asian Beliefs); and thirdly, the study of Philosophy's conceptual relationship with modern science, as 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 BA (Hons) in Theology, Philosophy and Ethics is a specialised degree course (QAA, 2019) 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, 2015). 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 SoH/ SoSS graduates.

The aims of the BA (Hons) in Theology, Philosophy and Ethics for learners on the programme to:

- Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary issues, professional and academic challenges, international perspectives and ethical issues in relation to subject areas of theology, philosophy and ethics.

- Develop a systematic and critical understanding of national and international issues and the implications for religious understanding and relational development, in the context of contestable concepts of success and improvement within culturally diverse settings.

- To engage in self-exploration asking searching personal questions relating to their own ethics, philosophy and belief systems.

- Evaluate and apply a critique of a range of methodologies for research, evaluation and evidence-based improvement in professional and academic practice, demonstrating an ability to argue for alternative perspectives and approaches.

- Become autonomous and independent in scholarship, demonstrating ability to deploy a range of learning resources for research and self-critical writing. Take responsibility for personal professional development and communication in academic/ professional practice and discourse.

19	**Programme Specific Outcomes**

(a)   Final Award Learning Outcomes

(a)   Final Award Learning Outcomes:

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

Knowledge and Understanding [KU]

- 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

- 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]

- 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]

- 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**

The course outcomes (Knowledge, understanding and skills):

On successful completion of a **Certificate of Higher Education in Theology, Philosophy and Ethics**, students will be able to:

Knowledge and understanding:

- 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

- 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

- 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

- 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.

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

Knowledge and Understanding [KU]

- 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

- 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]

- 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]

- 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) 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	THP40522 Title The World's Religions (The West) Credits: 15	THP40622 The World's Religions (the East) Credits 15	THP40922 A Brief History of Thinking: Socrates to the Middle Ages Credits 15	THP41022 A Brief history of Thinking: Descartes to the Present Credits 15
	Semester 2	THP40722 Christianity, Christ to the Middle-Ages Credits 15	THP40822 Christianity, Reformation to Now Credits 15	THP40422 Ethics Credits 30	

Level 5 – 120 credits

Level 5	Semester 1	THP50122 Religion, Race and Sexuality 15 Credits	THP50722 Religion at the Fringes 1: New Religions and Cults 15 Credits	THP50822 Religion at the Fringes 2: New Age and Paranormal 15 Credits	Code: THP50322 Green Theology GA or subject enhancement module 15
	Semester 2	THP50422 Holocaust Philosophy and Education 15 Credits	THP50922 Women and Faiths 1: The West 15 Credits	THP51022 Women and Faiths 2: The East 15 Credits	Code: THP50622 God and Science GA or subject enhancement module 15 Credits

Level 6 – 120 credits

Level 6	Semester 1		THP60122 Cogito ergo Sum 15 credits	THP60322 Asian Beliefs 15 Credits	THP60422 Media and Message Or Subject Enhancement Module 15 Credits
	Semester 2	THP60622 Dissertation 45 Credits		THP60522 Religion, War and Terrorism 15 Credits	THP60222 Individual Study Or Subject Enhancement Module 15

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period	Credits
THP40522	Core	The World's Religions (The West)	1	15
THP40622	Core	The World's Religions (The East)	1	15
THP40722	Core	Christianity, Christ to the Middle Ages	2	15
THP40822	Core	Christianity, Reformation to Now	2	15
THP40922	Core	A Brief History of Thinking: Socrates to the Middle Ages	1	15
THP41022	Core	A Brief History of Thinking: Descartes to the Present	1	15
THP40422	Core	Ethics	2	30

Level 5

Core Modules

Code	Status	Module Title	Period (number)	No of credits
THP50122	Core	Religion, Race and Sexuality	1	15
THP50722	Core	Religion at the Fringes 1: New Religions and Cults	1	15
THP50822	Core	Religion at the Fringes: New Age and paranormal -Part 2	1	15
THP50422	Core	Holocaust Philosophy and Education	2	15
THP50922	Core	Women and Faiths 1: The West	2	15
THP51022	Core	Women and Faiths 2: The East	2	15

Option Modules

Code	Type	Module Title	Period (number)	No of credits
THP50322	Subject enhancement	Green Theology	1	15
THP50622	Subject enhancement	God and Science	2	15

Level 6

Core Modules

Code	Status	Module Title	Period (number)	No of credits
THP60622	Core	Dissertation	1 &2	45
THP60322	Core	Asian Beliefs	1	15
THP60122	Core	Cogito ergo Sum	1	15
THP60522	Core	Religion, War and Terrorism	2	15

Option Modules

Code	Type	Module Title	Period (number)	No of credits
THP60222	Subject Enhancement	Individual Study	2	15
THP60422	Subject Enhancement	Media and Message	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) THEOLOGY, PHILOSOPHY AND ETHICS: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) in Theology, Philosophy and Ethics will be completed in three years of full-time study in order to address the programme aims and learning outcomes.

The curriculum content comprises of fifteen taught modules as well as a supervised dissertation available for single honours students. During the last validation process two new modules were being made available to students. THP502 Women and Faiths, was validated during the previous 2012 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 THP505. 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 other 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. 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 final Dissertation module comprises generic taught sessions addressing research skills, supervisory support and tutorials to support the Dissertation.

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

The programme 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 synthesize 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**

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.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
THP40522	The World's Religions (The West)	15	1			100% Mixed Media assignment)
THP40622	The World's Religions (The East)	15	1			100% (Written assignment)
THP40722	Christianity, Christ to the Middle Ages	15	1			100% (Written assignment)
THP40822	Christianity, Reformation to Now	15	1		100% (Oral Presentation)	
THP40922	A Brief History of Thinking 1:	15	1			100% (Mixed Media assignment)

	Socrates to the Middle Ages				
THP41022	A Brief History of Thinking 2: Descartes to the Present	15	1		100% (Written assignment)
THP40422	Ethics	30	1	50% (Oral presentation)	50% (Written assignment)
THP50122	Religion, Race and Sexuality	15	2		100% (Written assignment)
THP50922	Women and Faiths 1: The West	15	2	100% (Oral presentation)	
THP51022	Women and Faiths 2: The East	15			100% (Written assignment)
THP50322	Green Theology	15	2	100% (Oral presentation)	
THP50422	Holocaust Philosophy and Education	15	2		100% (Mixed Media assignment)
THP50722	Religion at the Fringes 1: New Religions and Cults	15	2		100% (Written assignment)
THP50822	Religion at the Fringes 2: -New Age and paranormal	15	2	100% (Oral presentation)	
THP50622	God and Science	15	2		100% (written assignment)
THP60122	Cogito ergo Sum:	15	3		100% (Written assignment)
THP60222	Individual Study	15	3		100% (Written assignment)
THP60322	Asian Beliefs	15	3		100% (Mixed media assignment)
THP60422	Media and Message	15	3	100% (Oral assignment)	
THP60522	Religion, War and Terrorism	15	3	100% (Oral assignment)	
THP60622	Dissertation	45	3		100% (Written assignment)

Indicative Assessment Strategy

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% Written assignment	2,000 words	April Semester 2
THP40822	Christianity, Reformation to Now	15	1	100% Oral presentation	2,000 word equivalent 10 mins	May Semester 2
THP40922	A Brief History of Thinking 1: Socrates to the Middle Ages	15	1	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP41022	A Brief History of Thinking 2: Descartes to the Present	15	1	100% Written assignment	2,000 words	Jan Semester 1
THP40422	Ethics	30	1	50% Oral presentation 50% Written assignment	2,000 word equivalent 10 mins 2,000 words	March and May Semester 2
THP50122	Religion, Race and Sexuality	15	2	100% Written assignment	2,500 words	Dec Semester 1
THP50922	Women and Faiths 1: The West	15	2	100% Oral presentation	2,500 word equivalent 15mins	March Semester 2
THP51022	Women and Faiths 2: The East	15	2	100% Written assignment	2,500 word equivalent	May Semester 2
THE50322	Green Theology	15	2	100% Oral presentation	2,500 word equivalent 15 mins	Jan Semester 1
THP50422	Holocaust Philosophy and Education	15	2	100% Mixed Media assignment	2,500 word words	May Semester 2

THP50722	Religion at the Fringes 1: New Religions and Cults	15	2	100% Written assignment	2,500 word words	Nov Semester 1
THP50822	Religion at the Fringes - 2: New Age and Paranormal	15	2	100% Oral presentation	2,500 word equivalent 15 mins	Jan Semester 1
THP50622	God and Science	15	2	100% Written assignment	3,000 words	June Semester 2
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 Sem 2
THP60322	Asian Beliefs	15	3	100% Mixed Media assignment	3,000 words equivalent	Nov Semester 1
THP60422	Media and Message	15	3	100% Oral presentation	3,000 word equivalent 20 mins	May Semester 2
THP60522	Religion, War and Terrorism	15	3	100% Oral presentation	3,000 word equivalent 20 mins	May Semester 2
THP60622	Dissertation	45	3	100% Written assignment	9,000 words	May Semester2

25	**Inclusive Practice and Personal Development Planning**

This 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

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Students will be encouraged to apply skills that they already possess 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 blended learning pedagogical approach for the programme. The BA (Hons) in Theology, Philosophy and Ethics learning materials will all be accessed through the module and weekly session areas on Blackboard. Focussed reading as part of module content will be uploaded for students to access.

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 engage with advanced research for 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

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

The BA (Hons) in Theology, Philosophy and Ethics programme and BGU values the partnerships with key stakeholders for academic work-related courses. As such, the programme has been formed to reflect the needs and views of employers.

This 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.

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) THEOLOGY, PHILOSPHY 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 advises 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. If a prospective student has recently completed or studied a particular module as part of a previous qualification, they may apply for Recognition for Prior Learning in line with the relevant Code of Practice.

30	Programme Specific Management Arrangements

The Programme Leader for Theology will lead and manage the programme, which will be taught by current Theology module leaders and tutors. Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content

31	Staff Responsibilities

Staffing expertise within the current Theology team 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 team and the Centre for Enhancement in Learning and Teaching (CELT) specifically from Digital Learning and Learning Development will support academic literacies and work towards assessments. The required reading lists for each module will be made available through Worldcat.

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 proposal for the Dissertation module. From the first year students will also have an allocated personal tutor as part of the Development and Career Plan process.

Tutorials with personal tutors will be arranged to take place once each semester, though students can also request additional tutorials to meet particular learning needs as required.

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) THEOLOGY, PHILOSOPHY AND ETHICS: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

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)		✓	✓				✓		✓		✓			✓		
THP40622 World's Religions (East)		✓	✓				✓		✓					✓		
THP40722 Christianity: Christ to the Middle-Ages	✓	✓	✓		✓				✓	✓	✓			✓		✓
THP40822 Christianity -Reformation to Now	✓	✓	✓		✓				✓	✓				✓		✓
THP40922 A Brief History of Thinking; Socrates to the Moderns	✓		✓		✓		✓		✓	✓	✓			✓		✓
THP41022 Brief History of Thinking-Descartes to Present	✓		✓		✓		✓		✓	✓				✓		✓
THP40422 Ethics	✓		✓		✓		✓		✓	✓				✓		✓
THP50122 Religion, Race and Sexuality	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	
THP50922 Women and Faiths 1-The West	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP51022: Women and Faiths 2- The East	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP50322 Green Theology		✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
THP50422 Holocaust Education & Philosophy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
THP50722 Religion at the Fringes 1 - New religions and Cults	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
THP50822 Religion at the Fringes 2- New Age and Paranormal	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
THP50622 God and Science	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
THP60122 Cogito ergo sum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
THP60222 Individual Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
THP60322 Asian Beliefs 1	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
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 on the module specifications
http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION G2 (YEARS 2-4) BA (HONS) 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.

Attribute	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Global Citizenship	X			X			X	X			X	X			X	
Information Literacy	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Digital Fluency	X		X	X	X	X	X	X	X	X	X		X	X	X	
Employability	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Being Enterprising			X	X		X		X	X	X	X		X	X	X	X

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) 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)*

SECTION I (YEARS 1-4) BA (HONS) 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						