



BISHOP  
GROSSETESTE  
UNIVERSITY

Programme Area: Arts, Humanities & Social Sciences

## BA (Hons) History and Theology, Philosophy & Ethics

### 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.*

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



# Programme Specification

*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*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
<b>BA (Hons) History and Theology, Philosophy &amp; Ethics</b>	
<b>1a</b>	<b>Programme Code</b>
BAHITP01F22	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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 3	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 N/A	UCAS code V2V6
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	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

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) History & Theology, Philosophy and Ethics
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	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)
<b>10b</b>	<b>Pathway</b>	N/A
<b>11</b>	<b>(i) Combined Honours Awards available e.g.:</b> <ul style="list-style-type: none"> <li>• BSc/BA (Hons) XX</li> <li>• BSc/BA (Hons) XX and YY</li> </ul>	BA (Hons) History BA (Hons) Theology, Philosophy and Ethics BA (Hons) Education Studies and History /with Foundation Year BA (Hons) English and History / with Foundation Year 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

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

## Professional, Statutory and Regulatory Bodies

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

## SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as:</p> <p>QAA. (2019) Subject Benchmark Statement: History  <a href="https://www.qaa.ac.uk/en/quality-code/subject-benchmark-statements">https://www.qaa.ac.uk/en/quality-code/subject-benchmark-statements</a></p> <p>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)  <a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/consultation-on-revised-subject-benchmark-statements">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/consultation-on-revised-subject-benchmark-statements</a></p> <p>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, <a href="#">Theology and Religious Studies (2019)</a> as well as <a href="#">Philosophy (2019)</a>.</p> <p>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.</p> <p>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.</p>
18	Programme Aim
	<p>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).</p> <p>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.</p> <p>The principle aims of the BA (Hons) History and Theology, Philosophy and Ethics are to provide students with:</p>

- 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 of the 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-perspectival 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 C – 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
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### 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 &amp; 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	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
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 D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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).</p>

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 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 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.

<b>23</b>	<b>Learning and Teaching Strategies</b>
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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% Mixed Media assignment)
THP40622	The World's Religions (The East)	15	1	0	0	100% Written Coursework
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Written Exam	0	0
THP40822	Christianity, Reformation to Now.	15	1	0	100% (Oral Presentation)	0
HIS41322	The Historian's Craft: Doing History at University	15	1	0	0	100% Written Coursework
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	1	0	0	100% Written Coursework
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	1	0	100% (Oral Presentation)	0
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	1	0	100% Oral assessment (contextual source analysis)	0
THP50922	Women and Faiths 1- The West	15	2	0	100% (Oral presentation)	0
THP51022	Women and Faiths: Part 2- The East	15	2	0	0	100% (Written assignment)
THP50722	Religion at the Fringes 1- New religions and Cults	15	2	0	0	100% (Written assignment)
THP50322	Green Theology	15	2	0	100% (Oral presentation)	0
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	2	0	100% Practical	0
HIS50622	People and Places: Researching Local and Regional History	15	2	0	0	100% Written Coursework
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	2	0	100% Practical: Group debate	0



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

#### 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
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	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 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 E - PROGRAMME MANAGEMENT

29	<b>Programme Specific Admission Requirements</b>
	<p>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.</p> <p>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.</p> <p>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 <a href="https://www.bishopg.ac.uk/courses">https://www.bishopg.ac.uk/courses</a></p> <p>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 <i>Code of Practice for the Admission of Students</i>.</p>
30	<b>Programme Specific Management Arrangements</b>
	<p>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</p>
31	<b>Staff Responsibilities</b>
	<p>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.</p>
32	<b>Programme Specific Academic Student Support</b>



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.

<b>33</b>	<b>Programme Specific Student Evaluation</b>
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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 F – 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	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
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)		✓	✓		✓		✓		✓		✓			✓		
THP40622: World's Religions (East)		✓	✓				✓		✓					✓		

THP40722: Christianity: Christ to the Middle-Ages	✓	✓	✓		✓				✓	✓	✓			✓		✓
THP40822: Christianity -Reformation to Now	✓	✓	✓		✓				✓	✓				✓		✓
<b>Outcomes for Level 5</b>																
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	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
<b>Outcomes for Level 6</b>																
THP60222: Individual Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
THP60122: Cogito ergo sum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
THP60422: Media and Message	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
THP60522: War, Religion and Terrorism	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
THP60622: Dissertation	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		

# SECTION G

## 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**

- 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 able 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*

[Graduate Attributes | Lincoln Bishop University](#)

# SECTION H

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

# SECTION I

## 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 <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						