



BISHOP
GROSSETESTE
UNIVERSITY

BA (Hons) Theology, Philosophy and 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.

1	BGU approval – date and outcome of last approval	19 January 2022
2	Next Scheduled Review Date: [Month/Year]	March 2028 Foundation Degree & Combined Honours
3	Programme Specification - Effective date: [Day/Month/Year]	01 September 2023
4	Version Number	2.0

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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



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

1	Programme Specification Title		
	BA (Hons) Theology, Philosophy and Ethics		
1a	Programme Code		
	BATHP02F22		
2	Brief Summary (for Marketing Purposes)		
	<p>This programme equips graduating students with a critical understanding of theological, ethical and philosophical values that shape Theology, Philosophy and Religious Studies. The programme explores the subject area in different religious, cultural and social settings, promoting appreciation of the religious, theological and ethical issues that are attached to the subject in its contemporary setting.</p> <p>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.</p>		
3	Awarding institution	BGU	
3a	Programme Length	Full-Time 3 years	Part-Time N/A
3b	Mode(s) of Study	Full-time	
4	Home Academic Programme Portfolio	Arts, Humanities & Social Sciences	

5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100794 / CAH20-02-02	ITT N/A	UCAS code VL63
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6) Masters (Level 7) Doctoral (Level 8)		
7	Alignment with University Credit Framework	Undergraduate*		
8	Compliance with University Assessment Regulations	Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

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

Arrangements with Partners

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

Professional, Statutory and Regulatory Bodies

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

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The programme outcomes of the BA (Hons) in Theology, Philosophy and Ethics are aligned with the QAA benchmark descriptors for Level 4-6 undergraduate degrees (QAA, 2019) and Philosophy (QAA 2019). QAA Characteristics Statements for Undergraduate Degrees (QAA, 2015).</p> <p>Subject Benchmarking</p> <p>Theology, Philosophy and Ethics programme is an amalgamation of two different disciplines; that of Theology and Philosophy. The Benchmarks from both disciplines have been consulted, <i>Theology and Religious Studies</i> (2019) as well as <i>Philosophy</i> (2019).</p> <p>The design and delivery are 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:</p> <p>The Theology and Religious Studies benchmarks set the skills that are developed in undergraduate programmes in this subject area. 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 (The West) and (THP40622) The World's Religions (The East); in depth study of sacred text and practices as in (THP60322) Asian Beliefs; consideration of the political characteristics of religion encountered in (THP50122) Religion, Race and Sexuality; awareness of plurality within societies, an empathetic engagement with different beliefs, intelligent use of a variety of theories and arguments as well as a critical involvement with changes in the subject such as liberationist or feminist approaches.</p> <p>In the Philosophy benchmarks are expectations of the three key contexts that provide the foundation on which philosophy degree programmes are based: General Philosophy, comprising of enquiry into ideas such as existence, truth, time, causality, free will, God, Knowledge, logic, duty and gender as in (THP40922) A Brief History of Thinking: Socrates to the Middle Ages and (THP60122) Cogito ergo Sum; secondly the study of particular areas of human practice and enquiry such as politics, the arts, education and religion as in (THP60322 Asian Beliefs); and thirdly, the study of Philosophy's conceptual relationship with modern science, as in (THP50622) God and Science. The delivery and assessment of the relevant modules adhere to the scope set out by these contexts.</p>
18	Programme Aim
	<p>The BA (Hons) in Theology, Philosophy and Ethics is a specialised degree course (QAA, 2019) designed to support and challenge students in a range of formal and informal educational settings and contexts, including lectures, tutorials, discussion groups, educational visits and the VLE. It aims to engage students with a range of issues within the broad academic disciplines of theology, philosophy and ethics relevant to a wide range of contemporary issues related to local, national</p>

and global issues. It aims to produce high-calibre graduates who are autonomous, reflexive, possessing of inquiring and analytical minds as part of their academic formation.

The degree programme embraces both the skills-based and holistic (Harvey, 2003) definitions of employability outlined in the most recent HEA Pedagogy for Employability (HEA, 2012) and aim to inspire students to be ‘versatile researchers’, with ‘advanced communication skills’, who will become ‘lifelong learners’ (QAA Benchmark Statement, 2015). It is informed by BGU’s Five Year Strategy 2019-2025, BGU’s Graduate Attributes (2016a) and Internationalisation Strategy (2016b). In particular, the degree programme gives students the opportunity to be enterprising, critically reflexive and digitally literate, capable of contributing to local, national and global communities and economies (BGU, 2016a); to develop research-informed specialist subject knowledge in literature from a range of periods, forms and cultures (QAA, 2019); and to promote social cohesion and responsible citizenship by developing students’ understanding of alternative social and cultural contexts, through the study of diverse literatures.

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

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

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

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

- Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary issues, professional and academic challenges, international

perspectives and ethical issues in relation to subject areas of theology, philosophy and ethics.

- Develop a systematic and critical understanding of national and international issues and the implications for religious understanding and relational development, in the context of contestable concepts of success and improvement within culturally diverse settings.
- To engage in self-exploration asking searching personal questions relating to their own ethics, philosophy and belief systems.
- Evaluate and apply a critique of a range of methodologies for research, evaluation and evidence-based improvement in professional and academic practice, demonstrating an ability to argue for alternative perspectives and approaches.
- Become autonomous and independent in scholarship, demonstrating ability to deploy a range of learning resources for research and self-critical writing. Take responsibility for personal professional development and communication in academic/ professional practice and discourse.

19 Programme Specific Outcomes

(a) Final Award Learning Outcomes

(a) Final Award Learning Outcomes:

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

Knowledge and Understanding [KU]

- KU1 Demonstrate a wide ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- KU2 Demonstrate an extensive knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- KU3 Demonstrate a perceptive, critical and confident understanding of theological, philosophical and ethical debates in relation to local, national and global issues.
- KU4 Demonstrate a thorough and critical understanding of a wide range of issues, ideas, religious attitudes, philosophical perspectives, ethical viewpoints and ideologies appropriate to the discipline.

Subject-Specific and professional skills

- SPS1 Develop a sophisticated and advanced level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2 Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;
- SPS3 Demonstrate an assured understanding and application of a wide range of theological conventions and skills.
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating evidence, showing an appreciation of theory evidence and relevance to current theological/philosophical/ethical issues and debates.

Intellectual skills [IS]

- IS1 Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position;
- IS2 Abstract, synthesise and analyse secondary and primary sources;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;
- IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

Transferable Skills [TS]

- TS1 Develop a range of employability and business-related skills appropriate to the subject area;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to use with proficiency a wide range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a team.

20	Exit Award Learning Outcomes
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The course outcomes (Knowledge, understanding and skills):

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

Knowledge and understanding:

- KU1 Demonstrate a range of knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- KU2 Demonstrate a sound knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;
- KU3 Demonstrate critical understanding of theological, philosophical and ethical debates in relation to local, national and global issues.

Subject-Specific and professional skills

- SPS1 Develop a sound level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2 Act with autonomy and independence on theological, philosophical and ethical research, and critically evaluate thought and practice;
- SPS3 Demonstrate a sound understanding and application of a range of theological, philosophical and ethical conventions and skills.

Intellectual skills

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

Transferable skills

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

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

Knowledge and Understanding [KU]

- KU1 Demonstrate a broad ranging and detailed knowledge and understanding of theology, philosophy and ethics in the context of contemporary society;
- KU2 Demonstrate a good knowledge and understanding of the theory and methodologies related to the disciplines of theology, philosophy and ethics;

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

Subject-Specific and professional skills

- SPS1 Develop a good level of thinking and methodology in research in a range of theological, philosophical and ethical contexts;
- SPS2 Act with autonomy and independence on theological/philosophical research, and critically evaluate thought and practice;
- SPS3 Demonstrate an assured understanding and application of a wide range of theological/philosophical conventions and skills.
- SPS4 Demonstrate a good level of ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating evidence, showing an appreciation of theory evidence and relevance to current theological/philosophical issues and debates.

Intellectual skills [IS]

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

Transferable Skills [TS]

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a good range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to use a broad range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve their objectives and meet deadlines, either independently or as part of a group.

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

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

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg 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	THP40522 Title The World's Religions (The West) Credits: 15	THP40622 The World's Religions (the East) Credits 15	THP41022 A Brief history of Thinking: Descartes to the Present Credits 15	THP40922 A Brief History of Thinking: Socrates to the Middle Ages Credits 15
	Semester 2	THP40722 Christianity, Christ to the Middle-Ages Credits 15	THP40822 Christianity, Reformation to Now Credits 15 15	THP40422 Ethics Credits 30	

Level 5 – 120 credits

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

Level 6 – 120 credits

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

21b Module Structure

Level 4

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

Level 5

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

THP50922	Core	Women and Faiths 1: The West	2	15
THP51022	Core	Women and Faiths 2: The East	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
THP50322	Subject enhancement	Green Theology	1	15
THP50622	Subject enhancement	God and Science	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
THP60622	Core	Dissertation	1 & 2	45
THP60322	Core	Asian Beliefs	1	15
THP60122	Core	Cogito ergo Sum	1	15
THP60522	Core	Religion, War and Terrorism	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
THP60222	Subject Enhancement	Individual Study	2	15
THP60422	Subject Enhancement	Media and Message	1	15

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>The BA (Hons) in Theology, Philosophy and Ethics will be completed in three years of full-time study in order to address the programme aims and learning outcomes.</p> <p>The curriculum content comprises of fifteen taught modules as well as a supervised dissertation available for single honours students. During the last validation process two new modules were being made available to students. THP50722 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 THP50822. The Theology team have decided to introduce this module because of the growing appeal and popularity of non-traditional religions. This will address the need to understanding the nature and appeal of new religions in the twenty-first century. This is entirely in keeping with the focus of the whole programme on religion, ethics and contemporary issues. The decision to include these modules in the revalidated programme was based on topics and issues that have a recurring popularity in recent years among students when choosing topics for research. It was felt by the theology team that these additional modules will add considerably to the appeal of the programme with regard to recruitment. The focus of THP60122 Cogito ergo Sum will include other metaphysical questions such as the existence of God, life after death, the existence of evil and the nature of belief.</p> <p>The taught sessions will typically take place over nine weeks per module, with the exception of the Dissertation which will take place over two semesters at Level 6. Scheduled hours will incorporate a combination of lectures, seminars, workshops and tutorials. As part of the remaining scheduled hours for each module, teaching and learning will be through a blended learning approach. This approach allows for a combination of taught sessions, workshops, seminars, tutorials with an electronic Virtual Learning Environment (VLE) to engage students with on-line discussion boards, group discussions and academic reflections. The final Dissertation module comprises generic taught sessions addressing research skills, supervisory support and tutorials to support the Dissertation.</p> <p>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.</p>
23	Learning and Teaching Strategies

The programme team seek to be outwardly facing with teaching and to use a wide range of relevant, experienced professionals and academics as part of the module content to stimulate debate and discussion. Students will work collaboratively in sessions to discuss and critically analyse a wide range of theological, philosophical, and ethical issues. A discursive and dialogic pedagogy will be primarily used and enabled. Opportunities to develop confidence within the cohort, and beyond, will be established as part of the learning and teaching strategy to share personal research and scholarly work.

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

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

- lectures, some of which will be interactive, using audio and video for contextualization 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 organizations.

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 strategies and interventions.

Intellectual Skills:

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

Transferable Skills:

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

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

24	Assessment Strategies
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Module assessments provide opportunities for students to acquire and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A wide range of assessments, are used which are relevant to the individual demands of the subject matter and, enable students to participate in a varied and engaging educational experience, as is possible. Formative assessment to measure the extent of learning will take place throughout the programme in a variety of forms. Summative assessment is used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills. Where appropriate students will be asked to synthesise practical experience with theoretical content in order to develop their capacity to reflect and critically evaluate at a level appropriate to their study. It is also expected that students will engage in rigorous study, drawing on the various subject domains that contribute to Theology, Philosophy and Ethics. Assessment is a powerful driver of student learning and is the means by which students demonstrate what they have learned. It is therefore seen as integral to the realisation of the planned learning outcomes and vitally connected to the pedagogic strategy. Different types of assessment are used to appropriately test and apply different areas of knowledge and, in particular, to allow students to demonstrate a wide range of skills and our assessment strategy reflects this diversity. The emphasis of the programme is on equipping students with skills, knowledge and understanding through experiential learning and reflection. To reflect this philosophy our chosen method of assessment at all stages of the programme will be through a range of KIS compliant processes. This approach also supports another key aim of the programme, which is to develop students who are self-aware, independent thinkers with the confidence and resilience to be successful in the challenging field of Theology, Philosophy and Ethics.

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

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

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
THP40522	The World's Religions (The West)	15	1			100% Mixed Media assignment)
THP40622	The World's Religions (The East)	15	1			100% (Written assignment)
THP40722	Christianity, Christ to the Middle Ages	15	1			100% (Written assignment)
THP40822	Christianity, Reformation to Now	15	1		100% (Oral Presentation)	
THP40922	A Brief History of Thinking 1: Socrates to the Middle Ages	15	1			100% (Mixed Media assignment)
THP41022	A Brief History of Thinking 2:	15	1			100% (Written assignment)

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

Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
THP40522	The World's Religions (The West)	15	1	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP40622	The World's Religions (The East)	15	1	100% Written Assignment	2,000 words	Jan Semester 1
THP40722	Christianity, Christ to the Middle Ages	15	1	100% Written assignment	2,000 words	April Semester 2
THP40822	Christianity, Reformation to Now	15	1	100% Oral presentation	2,000 word equivalent 10 mins	May Semester 2
THP40922	A Brief History of Thinking 1: Socrates to the Middle Ages	15	1	100% Mixed Media assignment	2,000 words	Dec Semester 1
THP41022	A Brief History of Thinking 2: Descartes to the Present	15	1	100% Written assignment	2,000 words	Jan Semester 1
THP40422	Ethics	30	1	50% Oral presentation 50% Written assignment	2,000 word equivalent 10 mins 2,000 words	March and May Semester 2
THP50122	Religion, Race and Sexuality	15	2	100% Written assignment	2,500 words	Dec Semester 1
THP50922	Women and Faiths 1: The West	15	2	100% Oral presentation	2,500 word equivalent 15mins	March Semester 2
THP51022	Women and Faiths 2: The East	15	2	100% Written assignment	2,500 word equivalent	May Semester 2
THE50322	Green Theology	15	2	100% Oral presentation	2,500 word equivalent 15 mins	Jan Semester 1
THP50422	Holocaust Philosophy and Education	15	2	100% Mixed Media assignment	2,500 word words	May Semester 2
THP50722	Religion at the Fringes 1: New	15	2	100% Written assignment	2,500 word words	Nov Semester 1

	Religions and Cults					
THP50822	Religion at the Fringes - 2: New Age and Paranormal	15	2	100% Oral presentation	2,500 word equivalent 15 mins	Jan Semester 1
THP50622	God and Science	15	2	100% Written assignment	3,000 words	June Semester 2
THP60122	Cogito ergo Sum: Questions and Learning	15	3	100% Written assignment	3,000 words	Dec. Semester1
THP60222	Individual Study	15	3	100% Written assignment	3,000 words	June Sem 2
THP60322	Asian Beliefs	15	3	100% Mixed Media assignment	3,000 words equivalent	Nov Semester 1
THP60422	Media and Message	15	3	100% Oral presentation	3,000 word equivalent 20 mins	May Semester 2
THP60522	Religion, War and Terrorism	15	3	100% Oral presentation	3,000 word equivalent 20 mins	May Semester 2
THP60622	Dissertation	45	3	100% Written assignment	9,000 words	May Semester2

25 Inclusive Practice and Personal Development Planning

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

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

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

26	Technology Enhanced Learning
<p>Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Students will be encouraged to apply skills that they already possess and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) in Theology, Philosophy and Ethics learning materials will all be accessed through the module and weekly session areas on Blackboard. Focussed reading as part of module content will be uploaded for students to access.</p> <p>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.</p> <p>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.</p>	
27	Work-related Learning and/or Placement
<p>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.</p> <p>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.</p>	

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

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

28 Employability

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

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

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

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

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

Graduating cohorts of the Theology, both single Honours and joint Honours programmes, have frequently gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant

roles, and continued in higher education. In addition to careers in education graduates in this particular subject are also well-placed to work in the following areas:

- religious ministry;
- research based settings;
- local authority provision;
- youth work;
- counselling;
- policing;
- private sector educational providers;
- parliamentary researcher;
- university academic;
- journalism;
- religious advisor for TV/Radio;
- religious consultant for TV/Radio;
- education officer for religious building;
- social care settings; or voluntary sector.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<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. If a prospective student has recently completed or studied a particular module as part of a previous qualification they may apply for Recognition for Prior Learning in line with the relevant Code of Practice.</p>
30	Programme Specific Management Arrangements
	<p>The Programme Leader for Theology will lead and manage the programme, which will be taught by current Theology module leaders and tutors. Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content</p>
31	Staff Responsibilities
	<p>Staffing expertise within the current Theology team is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p>
32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library team and the Centre for Enhancement in Learning and Teaching (CELT) specifically from Digital Learning and Learning Development will support academic literacies and work towards assessments. The required reading lists for each module will be made available through Worldcat.

Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research proposal for the Dissertation module. From the first year students will also have an allocated personal tutor as part of the Development and Career Plan process.

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

33	Programme Specific Student Evaluation
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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

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
THP40522 World's Religions (West)		✓	✓				✓		✓		✓			✓		
THP40622 World's Religions (East)		✓	✓				✓		✓					✓		
THP40722 Christianity: Christ to the Middle-Ages	✓	✓	✓		✓				✓	✓	✓			✓		✓
THP40822 Christianity -Reformation to Now	✓	✓	✓		✓				✓	✓				✓		✓
THP40922 A Brief History of Thinking; Socrates to the Moderns	✓		✓		✓		✓		✓	✓	✓			✓		✓
THP41022 Brief History of Thinking- Descartes to Present	✓		✓		✓		✓		✓	✓				✓		✓
THP40422 Ethics	✓		✓		✓		✓		✓	✓				✓		✓
THP50122 Religion, Race and Sexuality	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	
THP50922 Women and Faiths 1-The West	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP 51022 Women and Faiths 2- The East	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
THP50322 Green Theology		✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓

THP50422 Holocaust Education & Philosophy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
THP50722 Religion at the Fringes 1 - New religions and Cults	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
THP50822 Religion at the Fringes 2- New Age and Paranormal	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
THP50622 God and Science	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
THP60122 Cogito ergo sum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
THP60222 Individual Study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
THP60322 Asian Beliefs 1	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
THP60422 Media and Message	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
THP60522 War, Religion and Terrorism	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
THP60622 Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

SECTION 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.

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

Graduate Attributes

- 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

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

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 & title of modules & 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>

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						