HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Abrahamic Religions

2, Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	BA Abrahamic Religions
5. Interim Awards (if applicable)	Diploma of Higher Education in Abrahamic Religions Certificate of Higher Education in Abrahamic Religions
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	Three years full-time, six years part-time
8. UCAS or JACS code	V690
9. External reference points used to develop this programme	The Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008 Benchmark Statement for Philosophy 2007 Benchmark Statement for Theology and Religious Studies 2007
10. Date of production or revision of this specification	Updated April 2013
11. Programme Convenor	Mr Jonathan Gorsky

12. Brief description of this programme

This is believed to be the only programme in the UK that offers study of the three religions of Judaism, Islam and Christianity. It is at the forefront of educational initiatives in interfaith relations and contributes strongly to the ethos, mission and learning and teaching strategy of the College. It builds on the considerable expertise within the College of interfaith relations, staff research and will benefit from the activities of the Centre for Christianity and Interreligious Dialogue.

The programme is designed to foster experiential contact among Jewish, Christian and Muslim communities in order to promote understanding and respect as a social value. The programme explores each religion and also themes across each religious tradition.

13. Relationship to staff research

A very substantial proportion of staff are active researchers within the disciplines in which they teach. Many optional modules directly reflect the research interests of the module teacher.

14. Programme Aims

1. To enable students to appreciate critically the significance of sacred texts, traditional exegesis and the spiritual and ethical responses of the three faiths
2. To enable students to analyse the relations of the three faiths and their mutual interactions in the context of historical, social and political developments, with particular reference to the impact of modernity
3. To enable students to engage with significant philosophical difficulties for religious belief and practice
4. To enable students to encounter each faith as a living tradition by spending time in different community settings and learning to evaluate their experience critically and sympathetically
5. To provide core modules which will give students a broad education in the texts, history and practices of the three religions.
6. To offer a range of optional modules which will enable students, with guidance, to shape the programme to reflect their interests, aims and experience.
7. To foster accurate and reflective understanding of the three faith traditions.
8. To develop critical and independent thought in relation to each of the three faith traditions.

9. To encourage respect for other faiths and cultures.
10. To contribute to the understanding of and respect for each tradition in the University, faith communities, and the wider society.

15. Learning outcomes

The **BA Abrahamic Relgions (Level 6)** provides opportunities for students to achieve and demonstrate the following learning outcomes:

Knowledge and Understanding

By the end of the programme, competent and diligent students can expect to attain the following:

LO1	Students will be able to state clearly, discuss and demonstrate critical comprehension of the sacred texts, traditional modes of reading and exegesis, ethical responses and historical development of the three faiths. They will have a critical understanding of the significance of community and ritual in the three traditions informed by historical and sociological analysis (*QAA Benchmark Knowledge and Understanding: 'Be able to state clearly, discuss and demonstrate critical comprehension of some of the following: the social, textual, intellectual, historical, theological, ritual, ethical, institutional or aesthetic expressions of the religion(s) studied.'*)
LO2	Students will understand and be able to analyse critically the scriptural, intellectual and spiritual traditions of the three faiths. Their understanding will be derived from primary and secondary sources informed by reasoned reflection and evaluation *QAA Benchmark Knowledge and Understanding: 'Be able to evaluate and critically analyse a diversity of primary and secondary sources, including materials from different disciplines.'*
LO3	Students will understand and be able to apply critically contemporary academic approaches to spirituality, the study of ethics, textual exegesis and the interaction of religion and politics. They will be able to assess current debates and methodological discussion when appropriate and develop their own informed and critical responses *QAA Benchmark Knowledge and Understanding: 'Be able to demonstrate comprehension and critically analyse a range of themes, debates and methods of the discipline and where appropriate related disciplines from, for example, the Humanities or Social Sciences and evaluate a range of critical scholarship associated with these disciplines.'*
LO4	Students will be able to make a competent and discriminating use of library and IT resources and conduct their own research. They will be able to think independently and show a critical self-awareness of their own commitments, beliefs and prejudices as well as sympathetic understanding of those who differ from them in matters of faith and belief. *QAA Benchmark Key skills: 'Be able to make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations. Be able to use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations. Be able to show independence in thought, and critical self- awareness about one's own beliefs, commitments, and prejudices.'*

Intellectual and Cognitive Skills

The *cognitive skills* which are fostered are:

LO5	Competence in the selection and organisation of material from complex sources relevant to the task set or agreed. *(QAA Benchmark Key Skills: 'Be able to communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented.')*
LO6	The ability to conduct a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, working with increasing independence to make informed and evaluative judgements. *(QAA Benchmark Key Skills: 'Be able to attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others. Be able to engage with empathy, integrity and critical reflection with the convictions and behaviours of others.')*
LO7	The capacity to deal intelligently and sympathetically with the contexts and formulations of earlier periods. *(QAA Benchmark Knowledge and Understanding: 'Be able to discuss and demonstrate where appropriate critical comprehension of the religion(s)' classical sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings.')*
LO8	The skill to use secondary material critically and responsibly. *(QAA Benchmark Key Skills: 'Be able to attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others.')*
LO9	The capacity to present a detailed and extended study of a particular topic. *(QAA Benchmark Key Skills: 'Be able to show independence in thought, and critical self-*

	awareness about one's own beliefs, commitments, and prejudices.')

Practical and transferable skills

The practical and *transferable skills* which are fostered are:

LO10	The deployment of appropriate bibliographic skills with increasing independence, and the selection and analysis of appropriate material from a wide range of resources. *(QAA Benchmark Key Skills: 'Be able to make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations.')*
LO11	The capacity to communicate clearly and concisely in written formats of varying types and lengths. *(QAA Benchmark Key Skills: 'Be able to communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented.')*
LO12	Clear presentation of their own ideas and those of others both orally and in writing. *QAA Benchmark Key Skills: 'Be able to communicate information, ideas, principles, and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience.')*
LO13	The ability to treat conflicting views with sensitivity and respect. *QAA Benchmark Discipline Specific Skills: 'Be able to represent views other than the student's own sensitively and intelligently with fairness and integrity, while as appropriate expressing their own identity without denigration of others, through critical engagement in a spirit of generosity, openness and empathy.')*
LO14	Competence in time-management and the completion of tasks within a given timescale. *(QAA Benchmark Key Skills: 'Be able to undertake independent/self-directed study/learning (including time management) and reflect on one's strengths and weaknesses as a learner.')*
LO15	The capacity to negotiate the scope and direction of topics for investigation.

16. PROGRAMME STRUCTURE

Module Title	Code	Level	Credit tariff
YEAR 1			
Compulsory Core Modules:			
Judaism: Beliefs & Practices	AR102	4	30
Beliefs & Practices of Christianity	AR103	4	30
Beliefs & Practices of Islam	AR104	4	30
Philosophy of Religion	PH101	4	30
YEAR 2			
Compulsory Core Modules:			
Sacred Texts and Their Interpretation	AR302	5/6	30
Philosophical & Religious Ethics	AR303	5/6	30
Jewish-Christian Relations	AR304	5	15
Christian-Muslim Relations	AR305	5/6	15
Optional modules to total 30 credits from the list below:			
YEAR 3			
Compulsory Core Modules			
Spirituality & Mysticism in the Abrahamic Faiths	AR306	6	30
Jewish Muslim Relations	AR307	6	15
Belief & Unbelief	AR308	6	15
Undergraduate Dissertation	LE300	6	30
Optional modules to total 30 credits from the list below:			
OPTIONAL MODULES			
Quranic Arabic	AR101	4	30
New Testament Greek	NT101	4	30
Biblical Hebrew	OT101	4	30
Quranic Texts: Early Meccan Chapters	AR309	5/6	30
Contemporary Philosophy of Religion	PH201	5/6	15
Aquinas & Bonaventure	PH318	5/6	30
Religious Experience and Spirituality	PH335	5/6	15
Life & After Life	PH336	5/6	15
Christian Ethics	PS300	5/6	30
Psychology of Religion	PS310	5/6	15
Sociology of Religion	PS311	5/6	15
Anthropology of Religion	SR203	5	15
Hermeneutics of Religion: Ways of Understanding and Reading	SR305	6	15
Political Theology	ST308	5/6	15
Theologies of Liberation	ST309	5/6	15

17. Admissions requirements

For students under the age of 21, the minimum academic qualification requirement is normally 280-320 UCAS points or equivalent.

For mature students, academic ability to undertake the programme may be considered on the basis of other evidence, including learning from experience, evidence of prior study or work at an appropriate level, references and interview.

Applicants whose first language is not English should have an IELTS score of 7.0 or equivalent.

18. Indicative Learning and Teaching activities

Lectures, interactive lectures, seminars enabling group work and group discussions, individual or small group academic tutorials, individual learning, research and study, use of film or other audio visual aids, group activities, external visits, guest speakers.

19. Assessment strategy and indicative activities

Students are assessed by means of a range of tasks which include book reviews, essays of various lengths, essays written under examination conditions, unseen examinations and presentations. Essays and examination questions are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students pursue original thoughts and ideas and question opinions, and the organisational skills used to structure answers allows the transferable skills to be assessed. There are learning outcomes for each level of the programme, and assessment criteria at each level indicate the level at which these skills have been achieved.

All modules will be assessed by a combination of coursework (40%) and an end-of-year element (60%) which, depending on the module, may be either an end-of–year essay or examination. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is studied.

Students submit coursework through the Virtual Learning Environment (Helios) and receive detailed on-line feedback. Tutorials are an opportunity for face-to-face feedback and discussion with student peers (at level 4) and with a specialist in the subject. In some cases students may receive feedback in advance of submitting the final version of their work. This applies mainly to longer essays submitted at the end of an academic year, and to the dissertation in the final year.

All coursework is moderated in accordance with College published procedures. All end-of-year essays and examinations are blind doubled marked and a selection of essays/script is sent to the external examiner.

20. Support for students and their learning

Students can also access a range of support mechanisms through the college. All students are allocated a personal tutor who can offer guidance and refer the students to more specific support. The Student Development Manager can offer personal and academic support, including study skills and access to a range of student welfare proven, either in College or through the University of London. Support and guidance on academic matters is available from module convenors and programme convenors and also from the Heythrop Students' Union.

21. Student evaluation opportunities

Students have a range of opportunities, both formal and informal, to evaluate their learning experiences. Informal means includes consulting individual members of staff, including their personal tutor, module leader, programme convener or staff in the Student Services Centre. Issues can be raised with the Heythrop Students' Union who can raise issues with the College on behalf of

individuals or groups or students. Formal module evaluations are carried out, and student representatives can attend a student staff liaison committee for undergraduate students. From the 2010-2011 academic year taught student representation will be formalized at the programme level. Occasional consultations or evaluation exercises gain views on aspects of the student experience, and the College participates in external surveys such as the NSS, PRES and PTES.

22. Indicative time commitments

For each 30 credit module, students receive two hours of teaching per week for 21 weeks and 90 minutes of tutorial time. Each 30 credit module represents 300 student effort hours.

For each 15 credit module students receive two hours of teaching per week for 10 weeks (Michaelmas Term) or 11 weeks (Lent Term) and 60 minutes of tutorial time. Each 15 credit module represents 150 student effort hours.

Each academic year represents 1,200 student effort hours. The whole programme represents 3,600 student effort hours.

Student effort hours which are not spent in classes or tutorials are used for directed personal study – e.g. preparing for seminars, and some coursework tasks – and self-directed work – e.g. wider reading, some coursework tasks, the dissertation, and preparing for examinations.

23. Opportunities for graduates of this programme

Some graduates progress to teacher training programmes or postgraduate study. Others use their knowledge of religion in the public or voluntary sectors. The transferable skills gained are invaluable in many professions.