

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: MA Contemporary Ethics	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	MA Contemporary Ethics
5. Interim Awards (if applicable)	Postgraduate Diploma in Contemporary Ethics <i>To receive a postgraduate diploma students must complete four taught modules.</i> Postgraduate Certificate in Contemporary Ethics
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	One year full-time, two years part-time
8.	
9. External reference points used to develop this programme	The Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008
10. Date of production or revision of this specification	Updated June 2013
11. Programme Convenor	Dr Anna Abram
<p>12. Brief description of this programme</p> <p>The Programme relates philosophical and theological ethics to contemporary debates and addresses the relationship between questions raised in contemporary society and the insights of the classical (Christian) tradition and modern ethical analysis. It offers points of contact between related disciplines such as Ethics and Political Philosophy, Moral Psychology and Medicine and Economics. The particular focus of the programme is prompted by the emergence of new and complex ethical questions which arise from rapid cultural and technological changes in the modern world. While the moral dimension of cultural change cannot be ignored, the rapidity of this change means that society is uncertain about how to handle its development. This MA programme aims to establish links between the moral tradition and ethical questions relevant to the emerging social context. Among the complex issues are moral questions raised by genetics; cultural pluralism and social consensus; the role of religious traditions in social policies; just distribution and the market; practical issues in the business world; the rights and responsibilities of the human person; the relationship between ethics, art and spirituality; the meaning of care in healthcare. A point of innovation is the inclusion of a study of moral development.</p> <p>The Programme is suitable for teachers of Ethics, Philosophy and Religious Education at secondary level, those engaged in ministries concerned with evangelisation, those whose professional occupation requires ethical reflection, particularly health workers and those interested in making an informed contribution to contemporary social and ethical debate.</p> <p>As a part-time (or full-time) degree taught in the evening, it enables a wide range of people to undertake serious study of contemporary inter-disciplinary ethical enquiry into moral questions and issues.</p>	
<p>13. Relationship to staff research</p> <p>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.</p>	

14. Programme Aims

The programmes aim to:

1. To provide an in-depth understanding of ethics, with particular attention paid to its applicability in a context of cultural and religious pluralism.
2. To provide the conceptual tools necessary for insight into the processes of moral development and decision making in private and public life and an awareness of the diversity of approaches operative
3. To enable students to engage critically with divergent views of the role of ethics in personal and public life
4. To enable students to relate the discourse of ethics to a wide range of contemporary personal, professional and public issues
5. To enable a detailed exploration of some issues of significance within the contemporary context.
6. To provide training in research in an appropriate field of the student's own choice

15. Learning outcomes

The **MA Contemporary Ethics (Level 7)** 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	a critical and evaluative grasp of fundamental philosophical (with some elements of theological) ethics and its relationship with core ethical issues in social ordering.
LO2	a demonstrably competent knowledge of critical areas in philosophical, theological and applied ethics
LO3	an ability to apply, with insight, general principles of theory and method in particular situations
LO4	a clear understanding of the contribution of Christian (with some elements of other religious) ethics in a pluralist, contested context.
LO5	an ability to carry out personal research and produce formal written work within the subject area.

Intellectual and Cognitive Skills

A student will be able to:

LO6	Analyse and synthesise complex key concepts and theories
LO7	Identify, gather and analyse material from a wide range of sources to inform research
LO8	Make sound judgements in the absence of complete data.

Practical and transferable skills

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

LO9	Effective use of Communication and Information Technology (CIT)
LO10	The ability to work collaboratively with others, both learning from them and contributing to their learning
LO11	The ability to use clear and cogent language in various kinds of written and oral presentations
LO12	The ability to act autonomously in planning and implementing tasks autonomously with an appreciation of the range of strategies available
LO13	The ability to reflect critically upon the student's own experiences of learning

16. PROGRAMME STRUCTURE

Module Title	Code	Level	Credit tariff
Compulsory Core Modules:			
Foundations of Ethics	CET401	7	30
Moral Development, Reasoning and Decision Making	CET402	7	30
Two choices from the following optional modules. (Not all of these options are available every year)			
Ethical Issues Today	CET501	7	30
Bioethics and Sexual Ethics	CET502	7	30
Business Ethics	CET503	7	30
Moral Imagination, Art and Spirituality	CET506	7	30
Spirituality, Religion and Ethics in Contemporary Healthcare	CET505	7	30
Dissertation	CET599	7	60

The topic of the dissertation is chosen by the student, subject to approval by the supervisor.

17. Admissions requirements

An honours degree (normally 2.1 or above) or equivalent, in an appropriate subject. It is not essential for the first degree to be in philosophy or theology.

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

May include:

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 may 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.

Students submit coursework through the Virtual Learning Environment (Helios) and receive detailed on-line feedback or oral feedback in a tutorial

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 of students. Formal module evaluations are carried out. Taught postgraduate and research students have termly meetings to provide feedback to staff. 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

Each module usually involves a weekly 2-hour seminar for one term, with the exception of a reading week in the middle of the term. There are therefore normally 11 x 2 class 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.