

## HEYTHROP COLLEGE, UNIVERSITY OF LONDON

### Programme Specification

<b>1. Title: MA Philosophy of Religion and Ethics in Education</b>	
2. Awarding institution	Heythrop College, University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	MA Philosophy of Religion and Ethics in Education
5. Interim Awards (if applicable)	<p>Postgraduate Diploma in Philosophy of Religion and Ethics in Education <i>To receive a postgraduate diploma students must complete four taught modules.</i></p> <p>Postgraduate Certificate in Philosophy of Religion and Education Postgraduate Certificate in Ethics and Education</p>
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	May 2013, confirmed April 2014
11. Programme Convenor	Dr Paul Rout
<p><b>12. Brief description of this programme</b></p> <p>The MA Philosophy of Religion and Ethics in Education is an innovative Master's degree that aims to support students in preparing to teach Philosophy of Religion and/or Ethics in secondary schools. The degree combines taught modules carefully focused on topics on the A level syllabus with a module on Teaching Philosophy of Religion and Ethics, which includes a qualification in SAPERE's Philosophy for Children methodology. The core disciplines of Philosophy of Religion and Ethics are compulsory, as is a 12,000-15,000 word dissertation. The optional module is chosen from the main areas of Ethics or the Study of Religions.</p>	
<p><b>13. Relationship to staff research</b></p> <p>A number of staff research in the topics taught.</p>	
<p><b>14. Programme Aims</b></p> <p>The programme aims to:</p> <ol style="list-style-type: none"> <li>1. To develop the understanding and skills needed in teaching Philosophy of Religion and Ethics.</li> <li>2. To provide those who do not have a first degree that included study of Philosophy of Religion and Ethics with training in teaching Philosophy of Religion and Ethics in secondary schools</li> <li>3. To promote critical understanding and knowledge of the core aspects of Philosophy of Religion and Ethics</li> <li>4. To explore and evaluate selected contemporary trends in Philosophy of Religion and Ethics, with special emphasis on these disciplines within the English-speaking world</li> <li>5. To develop the analytical, interpretative, and communicative skills appropriate to this area of study.</li> </ol>	
<p><b>15. Learning outcomes</b></p> <p>The <b>MA Philosophy of Religion and Ethics in Education (Level 7)</b> provides opportunities for</p>	

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 appreciation of the variety of approaches to the study of Philosophy of Religion and Ethics and of key assumptions and arguments.
LO2	A demonstrably competent knowledge of the content of current debates within Philosophy of Religion and Ethics, with due attention to their historical sources.
LO3	An understanding of the structure and requirements of A level Philosophy of Religion and Ethics.
LO4	An understanding of the various methods appropriate for teaching Philosophy of Religion and Ethics in secondary schools.

### **Intellectual and Cognitive Skills**

The cognitive skills which are fostered are:

LO5	Analyse and synthesise key concepts and ideas
LO6	Identify, gather and analyse material from a wide range of sources to inform research.
LO7	An ability to apply, with insight, key concepts in particular situations.
LO8	The ability to teach philosophical argument

### **Practical and transferable skills**

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

LO9	The capacity for independent, critical thought and the ability to present ideas in writing (the end-of-year essays and the dissertation are the main instruments for training in this area).
LO10	The ability to use bibliographical resources and conduct research, including effective use of Communication and Information Technology (CIT)
LO11	The ability to work collaboratively with others, both learning from them and contributing to their learning.
LO12	The ability to clearly and effectively organize and present substantiated arguments to support one's own position, using experience and reflection.
LO13	The ability to conduct philosophical enquiry in accordance with the Philosophy for Children methodology

**16. PROGRAMME STRUCTURE**

<b>Module Title</b>	<b>Code</b>	<b>Level</b>	<b>Credit tariff</b>
<b>Compulsory Core Modules</b>			
Reason and Religion (Philosophy of Religion)	PHH505	7	30
Foundations of Ethics	CET401	7	30
Teaching Philosophy of Religion and Ethics		7	30
<b>Optional Modules</b>			
* Ethical Issues Today	CET501	7	30
* Bioethics and Sexual Ethics	CET502	7	30
University and Diversity in Contemporary Islamic Thought	ABR404	7	30
<b>Dissertation</b>	PRE599	7	60
<i>The topic of the dissertation is chosen by the student, subject to approval by the supervisor.</i>			
* Students who choose the Ethical Issues Today or the Bioethics & Sexual Ethics module must first complete Foundations of Ethics as this is a pre-requisite module.			

## **17. Admissions requirements**

An honours degree, (normally 2.1 or above) or equivalent, in an appropriate subject

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, training in philosophical enquiry (Philosophy for Children), individual or small group academic tutorials, individual learning, set reading, research and study.

## **19. Assessment strategy and indicative activities**

With the exception of Teaching Philosophy of Religion and Ethics, each module is assessed by a combination of coursework tasks completed during or shortly after the period of module teaching, and an end-of-year essay of 4000 words. Indicative coursework tasks include article reviews and essays. Teaching Philosophy of Religion and Ethics is assessed by a combination of coursework tasks. Including a series of exercises and a short essay, and an end-of-year essay of 2500-3000 words. The pass mark for each module is 50%.

Essay 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.

## **20. Support for students and their learning**

Students can also access a range of support mechanisms through the college. 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**

Each taught module includes 22 hours of group sessions. Teaching Philosophy of Religion and Ethics is delivered by a series of four Saturdays (a programme is provided at registration), rather than weekly lectures, and combines a variety of methods appropriate to the learning outcomes of the module. For the other modules, the sessions are typically lectures and presentations and seminars which are interactive with students. Course material is placed on Helios. Directed reading and other tasks guide independent learning. Additionally, students receive tutorials, normally on a one-to-one basis, to discuss end of year essays, and meetings with a supervisor in relation to the dissertation. Students receive a Programme Handbook and module outlines. Students have access to computing resources, to the specialist Heythrop Library resources in Philosophy and Theology, and to both the extensive print and electronic resources of Senate House library.

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. 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**

The Teaching Philosophy of Religion and Education module is delivered by a series of four Saturdays over one term (a programme is provided at registration), rather than weekly lectures. Each of the other modules 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 to enhance their work in secondary education or in the public or voluntary sectors. The transferable skills gained are invaluable in many professions.