

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Philosophy, Religion and Ethics	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	BA Philosophy, Religion and Ethics
5. Interim Awards (if applicable)	Diploma of Higher Education in Philosophy, Religion and Ethics Certificate of Higher Education in Philosophy, Religion and Ethics
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	VV65
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	May 2013
11. Programme Convenor	Dr Jon Loose
12. Brief description of this programme	
<p>This programme provides an opportunity to study Philosophy, Religion and Ethics as both separate and inter-related disciplines. For example, in studying Philosophy, students will consider the nature of knowledge, truth and meaning, and the structure of arguments, but they will also focus on philosophical questions about Religion and Ethics – the existence and nature of the divine as it is perceived in various religious traditions, the implications of religious belief for the way we live and our hope for the future, and the nature of moral reasoning and its application to contemporary moral dilemmas.</p>	
13. Relationship to staff research	
<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	
<p>The programmes aim to:</p> <ol style="list-style-type: none"> 1. Provide an historical and thematic grounding in the three disciplines of Philosophy, Religion and Ethics, both as independent disciplines and in their interactions with each other 2. Consider the ideas and arguments of key thinkers in the three disciplines, encountered in their own writings 3. Offer an opportunity to choose optional modules which reflect students' interests, aims and experiences; 4. Foster the development of critical and independent thought; 5. Enable the development of a range of transferable skills 6. Contribute in the fields of Philosophy, Religion and Ethics to the intellectual and educational life of society in general and of religious communities in particular. 	

15. Learning outcomes

The **BA Philosophy, Religion and Ethics (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	Demonstrate a detailed and systematic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Philosophy, Religion and Ethics, at least some of which is at, or informed by, the forefront of the disciplines
LO2	Show awareness of a range of approaches/interpretations where applicable

Intellectual and Cognitive Skills

A student will be able to:

LO3	Select and organise material from a wide range of complex primary and secondary sources
LO4	Demonstrate intellectual flexibility through the appropriate use of a range of methodological approaches – e.g. exegetical, hermeneutical, systematic, historical, philosophical
LO5	Identify and focus on key issues within each topic studied
LO6	Conduct a detailed analysis of texts, events, doctrines, theories and arguments
LO7	Construct a strongly sustained argument, which may also show the implications of the findings for further study of the subject

Practical and transferable skills

A student will be able to:

LO8	Undertake in-depth, independent research,
LO9	Represent the views of others with fairness and integrity
LO10	Show a highly-developed ability to assimilate and evaluate competing arguments
LO11	Show open-mindedness and independence of thought
LO12	Work collaboratively as a member of a team, enabling the utilisation of the skills of individuals for the benefit of the group
LO13	Produce clear, well-structured written work of varying types and lengths
LO14	Write fluently, with minimal grammatical and typographical errors and accurate referencing
LO15	Show highly-developed verbal skills, enabling the clear communication of information, ideas and arguments at a level appropriate for the intended audience
LO16	Use effective time-management skills to meet deadlines

The **Diploma of Higher Education in Philosophy, Religion and Ethics (Level 5)** 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	Demonstrate knowledge and critical understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Philosophy, Religion and Ethics
LO2	Show awareness of different approaches/interpretations where applicable

Intellectual and Cognitive Skills

A student will be able to:

LO3	Select and organise material from a range of primary and secondary sources
LO4	Demonstrate intellectual flexibility through the appropriate use of different methodological approaches – e.g. exegetical, hermeneutical, systematic, historical, philosophical
LO4	Identify and focus on key issues within each topic studied
LO5	Conduct a critical analysis of texts, events, doctrines, theories and arguments
LO6	Construct a sustained argument

Practical and transferable skills

A student will be able to:

LO7	Represent the views of others with fairness and integrity
LO8	Show an ability to assimilate and evaluate competing arguments
LO9	Show open-mindedness and independence of thought
LO10	Work collaboratively as a member of a team
LO11	Produce clear, well-structured written work of varying types and lengths
LO12	Write fluently, with minimal grammatical and typographical errors and accurate referencing
LO13	Show well-developed verbal skills, enabling the clear communication of information, ideas and arguments
LO14	Use effective time-management skills to meet deadlines
LO15	Demonstrate the learning ability needed to undertake further study at Level 6

The **Certificate of Higher Education in Philosophy, Religion and Ethics (Level 4)** 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	Demonstrate a basic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Philosophy, Religion and Ethics
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Intellectual and Cognitive Skills

A student will be able to:

LO2	Select and organise material from a limited range of primary and secondary sources
LO3	Demonstrate the appropriate use of different methodological approaches – e.g. exegetical, hermeneutical, systematic, historical, philosophical
LO4	Identify and focus on key issues within each topic studied
LO5	Conduct an analysis of texts, events, doctrines, theories and arguments
LO6	Construct a valid argument

Practical and transferable skills

A student will be able to:

LO7	Represent the views of others with fairness and integrity
LO8	Show ability to assimilate and evaluate competing arguments
LO9	Show open-mindedness and make sound judgments
LO10	Work collaboratively as a member of a team
LO11	Produce clear, well-structured written work
LO12	Write clearly, with minimal grammatical and typographical errors and accurate referencing
LO13	Present information, ideas and arguments clearly in verbal form
LO14	Meet deadlines, with some workload planning assistance
LO15	Demonstrate the learning ability needed to undertake further study at Level 5

16. PROGRAMME STRUCTURE

Module Title	Code	Level	Credit tariff
YEAR 1			
<i>Compulsory Core Modules:</i>			
Introduction to Philosophy	PH100	4	30
Philosophy of Religion	PH101	4	30
Introduction to Theology and Religion	ST102	4	30
Ethics and Moral Reasoning	PS101	4	30
YEAR 2			
<i>Compulsory Core Modules:</i>			
Contemporary Philosophy of Religion	PH201	5	15
Contemporary Moral Issues	PH202	5/6	15
Psychology of Religion	PS310	5/6	15

Sociology of Religion	PS311	5/6	15
<i>Optional modules to the value of 60 credits chosen from the lists below:</i>			
YEAR 3			
<i>Compulsory Core Modules:</i>			
Belief and Unbelief	ST311	6	30
Dissertation	LE300	6	30
<i>Optional modules to the value of 60 credits chosen from the lists below:</i>			
<i>Please note that some optional modules are offered only in alternate years</i>			
Philosophy:			
Political Philosophy	PH307	5/6	30
Nineteenth-Century German Philosophy	PH313	5/6	30
Aquinas and Bonaventure	PH318	5/6	30
Wittgenstein	PH320	5/6	30
Love, Sex, Death and God	PH325	5/6	30
Hellenistic Philosophy	PH326	5/6	15
Neo-Platonist Philosophy	PH327	5/6	15
Heidegger After Nietzsche	PH328	5/6	15
Modern French Thought	PH330	5/6	15
Marx and Marxism	PH332	5/6	15
Philosophy of Social Science	PH333	5/6	15
Philosophy of Science	PH345	5/6	15
Aesthetics	PH349	5/6	15
Philosophy of Literature	PH350	5/6	15
Religion:			
Belief and Practices in Judaism	AR202	5 only	30
Beliefs and Practices in Islam	AR204	5	30
Philosophical and Religious Ethics	AR303	5/6	30
Christian-Muslim Relations	AR305	6	15
Spirituality and Mysticism in the Abrahamic Faiths	AR306	5/6	30
Religious Experience and Spirituality	PH335	5/6	15
Life and After Life	PH336	5/6	15
The Spirituality of St Francis of Assisi	PS312	5/6	15
Political Theology	ST308	5/6	15
Theologies of Liberation	ST309	5/6	15
The Theology of Jewish-Christian Relations	ST310	5/6	30
The Human Person in the Christian Tradition	TH301	5/6	15
Ethics:			
Normative Ethics	PH331	5/6	15
Interpersonal Ethics	PS303	5/6	15
Bioethics	PS304	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.

Appendix: Curriculum Map

This map shows how the learning outcomes of the programme are developed or met in the individual core modules. It also illustrates the fact that those who leave a first degree programme with an intermediate qualification will have met some of the outcomes, but not all, since some outcomes are normally achieved at the higher levels of the programme (level 5/6).

Please note that the curriculum map is a pilot project, and has only been developed so far for the BA Philosophy, Religion and Ethics.

CORE MODULES	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Level 4																		
Introduction to Philosophy		X		X		X		X										
Philosophy of Religion		X	X	X		X	X	X		X	X	X	X	X	X	X	X	
Introduction to Theology and Religion		X	X	X	X	X	X				X			X	X			
Ethics and Moral Reasoning		X	X		X	X		X		X	X	X		X	X	X	X	
Level 5																		
Contemporary Philosophy of Religion		X	X	X		X	X		X		X			X	X		X	
Contemporary Moral Issues		X	X	X	X	X	X	X		X	X	X		X	X		X	
Psychology of Religion		X	X	X	X	X	X	X										
Sociology of Religion		X	X	X	X		X			X	X	X		X			X	
Level 6																		
Belief and Unbelief		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dissertation				X			X	X	X					X			X	

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