

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Philosophy and Theology	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	BA Philosophy and Theology
5. Interim Awards (if applicable)	Certificate of Higher Education in Philosophy and Theology Diploma of Higher Education in Philosophy and Theology
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	VV56
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	28 th May 2013
11. Programme Convenor	Dr Peter Gallagher
12. Brief description of this programme	
<p>The programme enables students to examine central questions about truth, knowledge, reason and belief from the different perspectives of Philosophy and Theology. The course of study combines the study of Philosophy and Theology in a way which respects the specificity of the two disciplines. Students benefit from a well-established intellectual tradition in the College of juxtaposing these two related but separate subjects.</p> <p>Heythrop's small size, together with its focus on just these two academic disciplines, ensures a high level of appropriate support for all students at every stage of the degree.</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. Foster in students knowledge and understanding of key areas in Philosophy and in Christian Theology; 2. Develop the capacity to make informed, evaluative judgements about the arguments, approaches and methods within the different areas of philosophical & theological study; 3. Ensure that students can interpret the contexts and formulations of earlier periods in the history of philosophy and theology; 4. Foster the skills of clear logical thought and presentation, careful analysis of ideas and imaginative deployment of argument to develop students' ability to fashion thoughts and concepts with precision, rigour and clarity to enable students to assess the source and nature of values; 5. Develop appreciation of some fruitful interconnections between Philosophy and Theology; 6. Develop intellectual curiosity and the capacity for independent thought and critical reflection 	
15. Learning outcomes	

The **BA Philosophy and Theology (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	a detailed grasp of a variety of historical and current philosophical and theological debates in a range of subject areas;
LO2	a critical command of philosophical and theological concepts and distinctions;
LO3	an understanding, gained by close reading, of some key philosophical and theological texts;
LO4	the ability to summarize philosophical and theological arguments and positions;
LO5	the ability to support and challenge philosophical and theological views by constructing arguments and citing relevant considerations;
LO6	a critical understanding of Philosophy and Theology as separate but related disciplines

Intellectual and Cognitive Skills

A student will be able to:

LO6	formulate philosophical and theological questions with precision and clarity
LO7	select and organise material from complex sources relevant to the task in hand
LO8	conduct a detailed critical analysis of texts, theories or arguments
LO9	identify a thinker's position and make an independent assessment of its strengths and weaknesses
LO10	identify, analyse and criticise individual arguments cogently
LO11	use and criticise specialised philosophical terminology
LO12	identify underlying issues in philosophical texts, debates and arguments and to highlight deficiencies such as unquestioned assumptions, superficial analogies and unsubstantiated claims

Practical and transferable skills

A student will be able to:

LO13	communicate clearly and concisely in written formats of varying types and lengths
LO14	present well-structured thought orally
LO15	construct cogent arguments in the course of discussion
LO16	debate complex issues in an open-minded but rigorous way
LO17	abstract and synthesise relevant information from a range of sources including books, journal articles, library and internet resources
LO18	execute a complex brief independently
LO19	manage time and undertake tasks without assistance

16. PROGRAMME STRUCTURE			
Module Title	Code	Level	Credit tariff
YEAR 1			
<i>Philosophy Compulsory Core Modules:</i>			
Knowledge and Reality	PH102	4	30
Introduction to Value	PH103	4	30
<i>Theology Compulsory Core Modules</i>			
Foundations of Biblical Studies	BS101	4	30
Introduction to Theology & Religion	ST102	4	30
YEAR 2			
<i>Compulsory Core Modules:</i>			
Concept of God	PH314	5/6	30
Christ, God & Salvation	ST300	5/6	30
<i>Oppositional modules from the list below to 60 credits:</i>			
YEAR 3			
<i>Compulsory Core Modules</i>			
Belief & Unbelief	ST311	6	30
<i>Either:</i> a theology or a philosophy option to total 30 credits			
<i>Or:</i> Undergraduate Dissertation	LE300	6	30
<i>Philosophy oppositional modules from the list below to 60 credits:</i>			
OPTIONAL MODULES – Please note that <i>attention should be paid to the balance of Theology and Philosophy modules across years 2 and 3.</i>			
<i>Not all optional modules run every year.</i>			
Belief and Practices in Judaism	AR202	5	30
Beliefs and Practices in Islam	AR204	5	30
Biblical Theology in the Making	BS201	5	30
Augustine	CH300	5/6	30
The History of the Papacy	CH301	5/6	30
Intermediate Latin	LN300	5/6	30
Selected NT Texts in English: Epistles	NT309	5/6	15
Selected NT Texts in English: the fourth Gospel	NT311	5/6	15
Israel at Worship	OT301	5/6	15
English Texts: Book of Judges	OT304	5/6	15
Contemporary Philosophy of Religion	PH201	5	15
Contemporary Moral Issues	PH202	5	15
Metaphysics	PH301	5/6	15
Epistemology	PH302	5/6	15
Phenomenology	PH304	5/6	30
Aesthetics	PH305	5/6	30
Political Philosophy	PH307	5/6	30
19C German Philosophy	PH313	5/6	30
Aquinas & 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
Normative Ethics	PH331	5/6	15
Marx and Marxism	PH332	5/6	15
Philosophy of Social Science	PH333	5/6	15
Religious Experience and Spirituality	PH335	5/6	15
Philosophy of Mind & Psychology	PH341	5/6	30
Psychoanalysis & Philosophy	PH342	5/6	30
Philosophy of Language	PH344	5/6	15
Philosophy of Science	PH345	5/6	30
Naming Necessity & Natural Kinds	PH346	5/6	15
Philosophy of Psychology	PH347	5/6	15
Aesthetics	PH349	5/6	15
Philosophy of Literature	PH350	5/6	15
Further Issues in Moral Psychology and Metaethics	PH351	5/6	15
Philosophy of Mind	PH352	5/6	15
Christian Ethics	PS300	5/6	30
Interpersonal & Sexual Ethics	PS303	5/6	15
Bioethics	PS304	5/6	15
Canon Law	PS305	5/6	30
Psychology of Religion	PS310	5/6	15
Sociology of Religion	PS311	5/6	15
The Spirituality of St Francis of Assisi	PS312	5/6	15
Experience, Thought & Revelation	ST301	5/6	30
Liturgy	ST302	5/6	15
The Sacraments	ST303	5/6	15
Theology of Grace	ST304	5/6	15
Ecclesiology	ST306	5/6	15
Ecumenism	ST307	5/6	15
Political Theology	ST308	5/6	15
Theology of Liberation	ST309	5/6	15
Theology of Jewish-Christian Relations	ST310	5/6	30
Human Person in Christian Tradition (Enlightenment to Postmodernity)	TH301	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.