HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Study of Religions

2, Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	BA Study of Religions
5. Interim Awards (if applicable)	Certificate of Higher Education in Study of Religions Diploma of Higher Education in Study of 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	V620
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	Reviewed April 2013
11. Programme Convenor	Mr Ahmad Achtar

12. Brief description of this programme

This degree offers a broad and flexible syllabus which allows students to study different religions of the world, methods in the study of religion, dimensions of religion (such as scripture, ethics, religious experience and mysticism) and themes that reflect the interaction between religion and other related subject areas (such as politics and philosophy) as well as the interaction between religions. The religions covered by the degree are Judaism, Hinduism, Christianity, Islam, and Buddhism.

Core modules in the first year (or first two years for part-timers) give you an introduction to theory, methods and themes in the study of religion, and to the beliefs and practices of Judaism, Christianity and Islam. Second year half-modules examine the family of religions which comprise Hinduism, the making teachings and schools of Buddhism, whilst The Concept of God explores different approaches to understanding the nature of truth and the existence of God. In the final year Belief and Unbelief looks at the place belief and unbelief in a scientific-technological culture and at the roots of belief and unbelief in the writings of – for example – Marx, Freud and Nietzsche. Also in your final year you complete a dissertation on a subject chosen by you under the guidance of a supervisor, normally building on one or more of your previous modules.

The course allows you to choose four options (or equivalent in half modules) across the second and final years. Your choices can drive your individual specialisms, and the possibilities are very varied, including modules focused on interreligious relations, sacred scriptures, the languages of those scriptures, mysticism in different religions, and how other disciplines – such as sociology and psychology – relate to religion.

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
- To provide students with a broad understanding of different world religions and the associated disciplines of philosophy, theology and psychology of religion
- To help students reflect upon and analyse key questions in different religions
- To help students understand issues in modern society from a range of religious perspectives
- To develop an historical perspective of different religions so contributing to an understanding of present day issues
- To offer the possibility of engagement with living religious traditions
- To enable students to assess the source and nature of values as they are presented in philosophical and religious traditions
- To develop students' abilities in researching, comprehension, analysis, critical thinking and argumentation skills, both oral and written

15. Learning outcomes
The **BA Study of Religions** 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	An understanding of a wide range of historical and contemporary debates in philosophy and theology
LO2	A critical understanding of the linguistic and experiential aspects of different religious beliefs
LO3	Ability to engage in critical discussion of theological and ethical issues of different world religions, using a range of approaches and drawing on ideas and theories from a range of religious traditions
LO4	An understanding of the major doctrines and issues in several world religions, including an informed and critical acquaintance with representative key thinkers
LO5	A detailed knowledge and understanding of a chosen theme, relevant to the study of religions, developed through individual work for the 3rd Year Dissertation

Intellectual and Cognitive Skills

A student will be able to:

LO6	Ability to select and organise material from complex sources relevant to a given task
LO7	Ability to conduct detailed and increasingly independent critical analysis of texts, events, doctrines, theories or arguments.
LO8	Ability to present arguments coherently and plausibly, both orally and in written form
LO9	Ability to work with groups and communicate effectively with those holding different viewpoints
LO10	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:

LO11	communicate clearly and concisely in written formats of varying types and lengths.
LO12	Develop skills in the use of IT to support learning
LO13	Communicate clearly and effectively orally and using presentation aids
LO14	treat conflicting views with respect.
LO15	manage time and complete tasks within a given timescale.
LO16	negotiate to define and develop their own projects.

16. PROGRAMME STRUCTURE

Module Title	Code	Level	Credit tariff
YEAR 1			
Compulsory Core Modules:			
Beliefs & Practices of Judaism	AR102	4	30
Beliefs & Practices of Christianity	AR103	4	30
Beliefs & Practices of Islam	AR104	4	30
Theory, methods & themes in the study of Religion	SR101	4	30
YEAR 2			
Compulsory Core Modules:			
Beliefs and Practices of Buddhism	SR201	5	15
Beliefs and Practices of Hinduism	SR202	5	15
Anthropology of Religion	SR203	5/6	15
Sociology of Religion	PS311	5/6	15
Optional modules to a total of 60 Credits from the list below:			
YEAR 3			
Compulsory Core Modules			
Belief and Unbelief	AR308	5/6	15
Hermeneutics and Religion	SR305	6	
Undergraduate Dissertation	LE300	6	30
Optional modules to a total of 60 Credits from the list below:			
BA Study of Religions Optional Modules			
Qur'anic Arabic	AR101	4	30
Latin for Beginners	LN100	4	30
New Testament Greek	NT101	4	30
Biblical Hebrew	OT101	4	30
Sacred Texts and Their Interpretation	AR302	5/6	30
Philosophical and Religious Ethics	AR303	5/6	30
Jewish-Christian Relations	AR304	5/6	15
Christian-Muslim Relations	AR305	5/6	15
Spirituality & Mysticism in the Abrahamic Faiths	AR306	5/6	30
Jewish-Muslim Relations	AR307	5/6	15
Quaranic Texts: Early Meccan Chapters	AR309	6	30
Contemporary Philosophy of Religion	PH201	5/6	15
Concept of God	PH314	5/6	30
Religious Experience and Spirituality	PH335	5/6	15
Life and After Life	PH336	5/6	15
Psychology of Religion	PS310	5/6	15
Political Theology	ST308	5/6	15
Theology 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.