

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Theology	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	BA Theology
5. Interim Awards (if applicable)	Certificate of Higher Education in Theology Diploma of Higher Education in 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	V611
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	Updated July 2013
11. Programme Convenor	Rev Dr Martin Poulson SDB
12. Brief description of this programme	
<p>This programme provides a broad education in Christian and related theology. It offers some choice within the introductory first year, including the option to begin an ancient language, for those wishing to take subsequent modules on biblical texts or patristics using the original language. After the introductory first year (or first two years in the part-time mode), the programme offers a wide choice, allowing students, with guidance, to select a programme to suit their interests. The third year features an integrative module, which draws together the strands of the degree into a closely interwoven whole, as well as a dissertation, allowing students to investigate a particular topic at greater length.</p> <p>The programme is suited well, but by no means only, to those who have recently studied religion or a related subject at A-level. On completion, graduates will be well-placed to pursue further study in theology or related subjects or to go on to teaching or other careers directly involving theology. The programme also fosters skills of analysis, communication of ideas, use of sources, and engagement with current issues. These skills are a sound foundation for employment in many fields.</p> <p>Heythrop's small size, together with its focus on the academic disciplines of Theology and Philosophy, ensure a high level of individual support for students.</p>	
13. Relationship to staff research	
All staff are research-active in the discipline in which they teach. Many of the optional modules reflect the research interests of the module teacher.	
14. Programme Aims	
The programmes aim to:	
<ol style="list-style-type: none"> 1. provide a broad education in theology – primarily Christian theology – suitable for a wide range of student needs and interests. 2. provide a broad grounding for all students in key areas of theology, and a choice of options which allows individual students, with guidance, to shape the programme significantly to reflect their interests, aims and experience. 3. foster reflective and accurate understanding of the Christian tradition, and also critical and independent thought in relation to contemporary theology. 	

4. contribute in the field of theology to the intellectual and educational life of the University, of society in general and of the Christian community in particular.	
15. Learning outcomes	
The BA 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 broad understanding of the core areas of Christian theology, informed by biblical, historical and philosophical approaches.
LO2	A detailed knowledge and understanding of selected themes in theology.
LO3	An understanding of the scriptural, intellectual and spiritual traditions of Christian theology, informed by reasoned reflection and evaluation.
LO4	A critical competence in the contemporary treatment of issues in theology, with the option to focus on social, ethical and political issues and interaction with selected other religions.
LO5	The capacity to present a detailed and extended study of a particular theological topic.
Intellectual and Cognitive Skills	
Such students will be able to:	
LO6	select and organise material from complex sources relevant to the task set or agreed.
LO7	conduct a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, working with increasing independence to make informed and evaluative judgements.
LO8	capacity to deal intelligently and sympathetically with the contexts and formulations of earlier periods.
LO9	use secondary material critically and responsibly.
LO10	present a detailed and extended study of a particular theological topic.
Practical and transferable skills	
Students will be able to:	
LO11	deploy advanced bibliographic skills with increasing independence to select and critique appropriate material from a wide range of resources.
LO12	communicate clearly and concisely in written formats of varying types and lengths.
LO13	present their own ideas both orally and in writing.
LO14	treat conflicting views with respect.
LO15	manage time and complete tasks within a given timescale.
LO16	negotiate the scope and direction of topics for investigation.

16. PROGRAMME STRUCTURE			
Module Title	Code	Level	Credit tariff
YEAR 1			
<i>Compulsory Core Modules</i>			
Biblical Foundations	BS101	4	30
The History of Christianity	CH102	4	30
Introduction to Theology and Religion	ST102	4	30

One of the following:			
Philosophy of Religion	PH101	4	30
Biblical Hebrew	OT101	4	30
New Testament Greek	NT101	4	30
Latin for Beginners	LN100	4	30
YEAR 2			
Compulsory Core Modules:			
Biblical Theology in the Making	BS201	5	30
Christ, God and Salvation	ST300	5	30
Optional modules from the list below to a total credit value of 60 credits (including a language option if desired) Please note – not all optional modules run every year.			
YEAR 3			
Compulsory Core Modules			
Creation, Grace and Resurrection	TH303	6	30
Undergraduate Dissertation	LE300	6	30
Optional modules from the list below to a total credit value of 60 credits Please note – not all optional modules run every year.			
OPTIONAL MODULES			
Latin for Beginners	LN100	4	30
New Testament Greek	NT101	4	30
Biblical Hebrew	OT101	4	30
Intermediate Latin	LN300	5	30
Contemporary Moral Issues	PH202	5	15
Beliefs & Practices of Judaism	AR202	5/6	30
Beliefs & Practices of Islam	AR204	5/6	30
Sacred Texts and Their Interpretation	AR302	5/6	30
Philosophical & Religious Ethics	AR303	5/6	30
Christian-Muslim Relations	AR305	5/6	15
Spirituality and Mysticism in the Abrahamic Faiths	AR306	6	30
Augustine*	CH300	5/6	30
The History of the Papacy*	CH301	5/6	30
Selected Texts from Paul in Greek*	NT307	5/6	30
Selected NT Texts in English: Epistles	NT309	5/6	15
Selected Texts from Gospels in Greek*	NT310	5/6	30
Selected NT Texts in English: The Fourth Gospel	NT311	5/6	15
Israel at Worship	OT301	5/6	15
Second Temple Judaism	OT302	5/6	30
English Texts: Isaiah 1 - 12	OT303	5/6	15
English Texts: Book of Judges	OT304	5/6	15
Hebrew Texts: Exodus 1 – 15	OT305	5/6	15
Hebrew Texts: Isaiah 1 – 6	OT306	5/6	15
Hebrew Texts: Zechariah 1 – 8	OT307	5/6	15
Aquinas & Bonaventure*	PH318	5/6	30
Love, Sex, Death and God	PH325	5/6	30

Philosophy of Social Science*	PH333	5/6	15
Religious Experience & Spirituality	PH335	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	30
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 Christian-Jewish Relations*	ST310	5/6	30
Human Person in the Christian Tradition	TH301	5/6	15
Belief & Unbelief	ST311	6	30
* offered in alternate years			

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. Approximately 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 access a range of support mechanisms. All students are allocated a personal tutor who can offer pastoral 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 conveners and programme conveners 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, 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.