

**BA (HONS) THEOLOGY, RELIGION AND ETHICS**

## PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

### Partner institution and location of teaching (if applicable)

N/A

### Type of collaborative arrangement (if applicable)

N/A

### Name and level of final award title(s) including sub-awards

Theology, Religion, and Ethics BA (Hons)

### Interim/Exit award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

### Faculty or Institute with responsibility for the programme

Institute of Theology and Liberal Arts

### Language of study and assessment

English

### UCAS code

V600

### JACS and HeCos codes

V600

### Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

### QAA subject benchmarks or other relevant external reference points

* QAA subject benchmark statement: Theology and religious studies (October 2014)
* UK Quality Assurance Agency for Higher Education (QAA) The Frameworks for Higher Education Qualifications (FHEQ: Levels 4, 5 and 6 - <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>).

### Normal completion time and maximum duration of study

Normal completion time: Full-time study (3 years) / Part-time study (6 years)

Maximum duration of study (7 years)

### Mode of study and normal start month

Full-time or Part-time

### Mode of delivery

Face to face.

### Date approved and name of authorised body

### Institute Academic Development Committee, March 2022

### Valid cohorts, commencing study in (month/year)

From September 2023. Valid cohorts

* Current L4 students progressing into L5 in September 2023
* Current L5 students progressing into L6 in September 2023

### Additional Programme Costs

Please visit the following link for information on Additional Programme Costs:

<https://www.stmarys.ac.uk/additional-costs.>

## PART 2 – CURRICULUM SPECIFIC DETAILS

### Summary of the programme

The BA (Hons) Theology, Religion, and Ethics prepares students to be effective and employable citizens in a complex world. This programme provides students with a high level of religious literacy, which is increasingly vital in today’s diverse society.

The programme enables students to apply intellectual learning to real-world issues, particularly centred on ethical questioning. The programme also gives a critical familiarity with the history and practice of theology, thereby taking account of St Mary’s Catholic foundation and identity while giving detailed insight into this influential element of global history, culture, and society.

The degree draws on the work of St Mary’s internationally renowned Research Centres in Theology and Religion to offer academic excellence, cutting-edge content, and to equip students to utilise their knowledge in the contemporary world.

### Programme Aims

The programme aims to:

* Equip students with the optimum academic aptitudes to engage in informed and thoughtful dialogue about theological, religious, and ethical issues, drawing from a range of intellectual traditions.
* The programme seeks to produce graduates with the requisite critical fluency to adopt a suitably broad range of methodological approaches (e.g. hermeneutical, analytically logical, historical, or aesthetic) to both arrive at considered findings on theological, religious, and ethical matters and apply those findings to real-world complexity in the 21st Century.
* Mould students into highly employable graduates who, in striving for the common good of society, will have the broad historical and cultural capital necessary to make decisions with a marked sensitivity to the complexities of the human condition in its theological/religious aspects and ethical implications.
* The programme intends to take special account of St Mary’s Catholic identity and ethos by equipping its graduates with a strong grasp of the Catholic theological tradition. This is intended to nourish the Church’s commitment to intellectual formation, and aid general literacy in this tradition for all. This two-sided commitment seeks to cultivate the sense of global citizenship and solidarity which typify a Catholic university open to people of different religious traditions and none who are committed to seeking for the truth.

### Criteria for admission

#### Programme entrance requirements

* Candidates must satisfy the general admission requirements of St Mary’s University as outlined in the [Admissions Policy](https://www.stmarys.ac.uk/policies/admissions-policy.aspx). Further requirements are:
* 96 - 112 UCAS points;
* International students should check the St Mary’s country-specific pages for equivalents. If English not first language, an IELTS score of 6.0 overall with no less than 5.5 in any section is required;
* Applicants will be invited to interview, either face to face or via Skype.

### Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-student.pdf?sfvrsn=5046f981_8).

|  |  |  |
| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 592 | 16.4 |
| Placement/work-based learning hours | 0 | 0 |
| Guided learning hours | 780 | 21.6 |
| Independent study time | 2228 | 62 |
| TOTAL | **3600** | **100** |

### Programme learning outcomes

On successful completion of this programme, students will be able to:

1. Engage in informed and thoughtful dialogue about theological, religious, and ethical issues through a variety of means of communication (e.g. written, oral, etc).
2. Demonstrate a sophisticated understanding of the content and commitments involved in a variety of intellectual traditions, ancient and modern, pertaining to a particular religion or religions, as well as ultimate questions facing human life and action.
3. Exhibit the intellectual agility to draw from a variety of sources, primary and secondary, pre-modern, modern, and contemporary, mindful of the different challenges involved in interpreting such instantiations of differing source material.
4. Show fluency in adopting the requisite methodological fluidity for Theology, Religion, and Ethics, being able to utilise, judge, and evaluate different ways of seeking to perceive the reality of things (e.g. historical, hermeneutical, sociological, analytical, and revelation-orientated).
5. Show independence of thought and personal discrimination in applying the knowledge of intellectual traditions which has been gained, along with the different methodological aptitudes attained, to the challenges and opportunities of real-world complexity.
6. Present interpretations of situations and make corresponding decisions which draw from the uniquely broad historical and cultural relevance of Theology, Religion, and Ethics, and be able to work with shared commitments to the common good as they are expressed in a range of differing contexts.
7. Recognise the distinctively theological, religious, and ethical aspects of different accounts of the human condition, and engage with empathy, integrity, and critical self-reflection regarding the convictions and behaviours of others.
8. Identify and critically evaluate the main historical, doctrinal, and aesthetic characteristics of the Catholic theological (and broader intellectual) tradition, in a way which is mindful of the different contexts of its expressions and its complex interrelationships with proximate intellectual approaches.
9. Undertake informed debate on issues in the public square pertaining to Theology, Religion, and Ethics, and demonstrate an ability to locate and build upon a shared commitment to truth in its different articulations.

### Programme structure and module requirements

Each level consists of 120 credits. Students on the programme are expected to gain a minimum of 80 credits in modules offered by the Theology, Religion and Ethics programme, which would normally consist of credits awarded for all three strands, i.e. Theology, Religion, and Ethics.

To meet the academic regulations of credit requirements for the award of a single honours degree, students must undertake a minimum number of subject specific (i.e. TRE) credits at each level of study. This includes 40 credits at L4, 80 credits at L5 and 100 credits at L6.

Please note that matters related to Ethics are included throughout the modules in Theology and Religion, and not just on the Ethics modules proper.

Where the module status is denoted as core/option, students can choose to swap these individual modules for a non-TRE programme option (hence reflected as an ‘option’ module).

**24. Proposed Programme structure and module requirements**

FHEQ **Level 4 modules:** At level 4, students are encouraged to select the following 80 core credits

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| TRE4010 | Foundations in Biblical Interpretation | 20 | 1 | Core |
| TRE4020 | Key Concepts in World Religions | 20 | 1 | Core |
| TRE4021 | The Nature of Religion | 20 | 2 | Core |
| TRE4030 | Introduction to Ethics | 20 | 2 | Core |

Students are also encouraged to select 40 credits from the following core/optional credits. This includes a selection from Theology and non-Theology optional modules which are listed below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| TRE4011 | Fundamentals of Systematic Theology | 20 | 2 | Core option |
| THS4020 | Church History 1: Beginnings to Reformation | 20 | 1 | Core option |

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| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| POL4001 | What is Politics? | 20 | 1 | Option |
| SME4008 | Digital Cultures | 20 | 1 | Option |
| ENG4003 | Introduction to Critical Theory | 20 | 1 | Option |
| HST4012 | Revolutions and Rebellions | 20 | 2 | Option |
| LBA4002 | Rethinking Modernity | 20 | 1 | Option |
| LBA4003 | Public Role of the Humanities | 20 | 2 | Option |
| EDS4002 | History of Education | 20 | 1 | Option |
| EDS4005 | Citizenship Education and Children’s Rights | 20 | 2 | Option |

**FHEQ Level 5 modules:** At level 5, students are encouraged to select the following 80 core credits

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| TRE5020 | Religion and Reason | 20 | 1 | Core |
| TRE5030 | Bioethics | 20 | 2 | Core |
| TRE5013 | Synoptic Gospels | 20 | 1 | Core |
| TRE5022 | Religion in Contemporary Society | 20 | 2 | Core |

Students are also encouraged to select 40 credits from the following core/optional credits. This includes a selection from Theology and non-Theology optional modules which are listed below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| TRE5015 | Theological Anthropology | 20 | 2 | Core option |
| TRE5010 | God in Christ | 20 | 1 | Core option |

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| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| ENG5024 | Gender & Identity in the 19th century | 20 | 2 | Option |
| HST5014 | Liberty or Death: The French Revolution | 20 | 1 | Option |
| ENG5025 | Gothic Cultures 1760-1900 | 20 | 1 | Option |
| WPL5031A  WPL5031B | Experience and Employment in Education (Sem 1)  Experience and Employment in Education (Sem 2) | 20 | 1/2 | Option |
| WPL5056  WPL5057 | Contributing to the Community (Semester 1)  Contributing to the Community (Semester 2) | 20 | 1/2 | Option |
| WPL5054  WPL5055 | Experience and Employment in Business (Semester 1)  Experience and Employment in Business (Semester 2) | 20 | 1/2 | Option |
| WPL5053A  WPL5053B | Experience and Employment in Sport (Sem1)  Experience and Employment in Sport (Sem 2) | 20  20 | 1/2 | Option |
| SMU5000  SMU5000B | The Aspiring Entrepreneur  The Aspiring Entrepreneur | 20 | 1 | Option |
| SMU5001 | Responsible Leadership | 20 | 1 | Option |
| SMU5002 | An Interdisciplinary Encounter with the Sacred | 20 | 2 | Option |
| EDS5002 | Critical Perspectives in Childhood and Youth | 20 | 1 | Option |
| EDS5005 | Disability in Schools and Society | 20 | 2 | Option |

**FHEQ Level 6 modules:** At level 6, students are encouraged to select a minimum of 100 core credits from the TRE modules in line with the academic regulations for a single honours degree.

Please note:

* Students selecting the Dissertation (TRE6050) module, must also select TRE6014 and TRE6033 and one module from THS6010 **or** THS6011 to ensure that the 100 core credits requirement for a single honours degree is met.
* Students selecting the core Extended Essay (TRE6051) module, must also select TRE6014 and TRE6033, THS6010 **and** THS6011 to ensure that the 100 core credits requirement for a single honours degree is met.

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| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| TRE6050  TRE6051 | Dissertation **or**  Extended Essay | 40  20 | 1 and 2  1 and 2 | Core  Core |
| TRE6014 | Christian Spirituality | 20 | 1 | Core |
| TRE6033 | Bioethics II | 20 | 2 | Core |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| THS6010 | Ecclesiology and Mariology | 20 | 1 | Core option |
| THS6011 | Ecumenism and Interfaith | 20 | 2 | Core option |

Students are also encouraged to select credits from the following non-Theology modules to make up 120 credits based on the above level 6 module selections. Students who have studied SMU5002 may not select SMU6000.

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| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| HST6017 | Renaissance Kingship | 20 | 1 | Option |
| ENG6044 | Literature and the Unconscious | 20 | 2 | Option |
| WPL6010 | Managing in the Workplace | 20 | 2 | Option |
| WPL6020 | The Enterprising Workplace | 20 | 1 | Option |
| EDS6003 | International Perspectives in Education | 20 | 1 | Option |
| EDS6005 | Education in Popular Culture | 20 | 2 | Option |
| SMU6000 | An Interdisciplinary Encounter with the Sacred | 20 | 2 | Option |

### Work placements or study abroad

The programme offers 4 credit-bearing Workplace Learning Modules at Level 5, and 2 at Level 6, all of which feature work placements. Study Abroad is open to our students in Semester 1 or 2 of Level 5.

### Links to industry and employability

The programme works closely with the Careers Service to ensure students make the most of the support available. Members of the Careers service speak at all our yearly inductions for each level and attend core modules once a year to present on the service available.

Personal Tutors are on hand for careers advice and mentoring, and links with third-sector, Church, or educational professionals are utilised wherever there is demand from individuals or groups within a cohort.

We work closely with our colleagues in ETL so there is a PGCE introduction session for Level 6 in Semester 1, and follow-up appointments on interview performance and skills tests.

There is also embedded employability content combined with the TRE6050 Dissertation module.

### Programme awards and regulations

This programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx).

In order to qualify for the award of BA (Hons) students must have successfully achieved 360 credits. This is made up of 120 credits at each Level. To qualify for the DipHE students must have acquired 240 credits. To qualify for a CertHE students must have acquired 120 credits.

### Equality, Diversity and Inclusion

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential.

In accordance with QAA guidance and the University’s commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

### Widening Access and Participation

### As part of the university’s regulatory commitment with the OfS, through our approved [Access and Participation Plan](https://www.stmarys.ac.uk/about/corporate-information/docs/access-and-participation-plan-2020-24.pdf) , we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

* Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
* Monitoring and addressing any differences in retention rates between different student groups
* Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
* Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### Programme teaching and learning strategies

The teaching and learning strategy is designed to reflect the specific aims, emphases and learning outcomes of the Theology, Religion and Ethics programme, which students will be made aware of at the outset of their studies.

Throughout, teaching and learning will acknowledge, respect, and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

Progression will lead to an increased emphasis on critical thinking, self-direction, and independent study in the teaching and learning strategies deployed.

Teaching and learning methods will provide an appropriate balance from among the following:

* Variety of teaching formats: traditional lectures, seminars, multimedia content (e.g. Film clips, voting software), individual and group tutorials.
* Large and small group work: e.g. class debates, guided reading exercises, quizzes.
* Tutor-led and independent learning sessions.
* E-learning: fullest possible use of MyModules platform for timely uploading of teaching resources, discussion forums, dissemination of resources and audio lecture capture where possible.
* Exploration of a wide range of materials and sources, ancient and modern.

### Programme assessment strategy

The assessment strategy is designed to meet the Programme Learning Outcomes and is in line with University regulations and subject benchmarking.

Assessment is an integral part of the learning process. It is formative and diagnostic as well as summative and evaluative. The programme works on a feedback and ‘feed-forward’ basis, using assessment mark sheets with a clear emphasis on what is required for the student to improve their mark in the following assignment or subsequent modules.

Each module involves formative assessment, with some using peer- and self-assessment, and others offering individual tutorials on plans and drafts of work prior to submission. All module convenors are required to have weekly office hours in term time, and Personal Tutors work with the student on a Personal Development Plan, interpreting a range of mark sheets from different modules to unearth consistent patterns of strengths and weaknesses.

The variety of assessment methods used on the programme seeks to balance traditional learning and more contemporary approaches. Each Level involves essays, a written exam, an oral presentation, an oral exam, a portfolio, a short report/analysis, and we make use of the ‘Green Screen’ technology to offer a video presentation assessment at Level 6. Each of these modes of assessment are balanced on each Level, so the full range of learning aptitudes are evenly assessed.

In line with university policy, all assessment is graded, moderated, and returned within three weeks of submission.

## PART 4 – UNIVERSITY SUPPORT

### Student support and guidance

In their first week at University, each student is allocated a Personal Tutor from the programme, who can assist with any academic advice and support as well as support with personal and wellbeing issues. A minimum number of contact points with the Personal Tutor is tightly enforced in line with the University Personal Tutoring Policy. There is also the programme-specific Personal Development aspect to Personal Tutoring on this degree.

In addition to Personal Tutors, students can make use of dedicated support from the Programme Director, Programme Administrator, and Module Convenors.

Each Level cohort as two student representatives and a third for joint-honours only. Programme Board meetings are held each Semester with every representative, each Module Convenor, the Programme Director, and Programme Administrator. Smaller meetings are held each Semester with the representative and the Programme Director, to maintain full responsivity wherever possible. There is also an ETL department representative, who maintains a routine of meetings at the Institute level and individually with the Director of the Institute.

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia. In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [**Togetherall**](https://togetherall.com/en-gb/) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing. Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provided tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary’s. These services are also available to St Mary’s alumni.

### Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:

* Five yearly cycle of revalidation
* Interim review for collaborative provision
* System of Moderators for collaborative provision
* Ongoing monitoring through the Programme Review process
* Programme Boards
* Consideration of marks and graduate profiles at Exam Boards
* Engagement with programme student representatives.