THE PROGRAMME SPECIFICATION

1. Programme title and designation
   Ethics and the Philosophy of Religion

2. Final award
<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>Ethics and the Philosophy of Religion</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. Nested awards
<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Diploma</td>
<td>Ethics and the Philosophy of Religion</td>
<td>120</td>
<td>60</td>
<td>Students must take and pass 120 credits of taught modules</td>
</tr>
</tbody>
</table>

4. Exit awards
<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma</td>
<td>Ethics and the Philosophy of Religion</td>
<td>120</td>
<td>60</td>
<td>An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.</td>
</tr>
</tbody>
</table>

5. Level in the qualifications framework
   M

6. Attendance
<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>No</td>
</tr>
</tbody>
</table>

   | Minimum length of programme | 1 year | 2 years | N/A |
   | Maximum length of programme  | 3 years | 4 years | N/A |

7. Awarding institution/body
   King’s College London

8. Teaching institution
   King’s College London

9. Proposing department
   Department of Theology & Religious Studies

10. Programme organiser and contact details
    Professor Peter Byrne
    Email: peter.byrne@kcl.ac.uk

11. UCAS code (if appropriate)
    N/A

12. Relevant QAA subject benchmark/professional and statutory body guidelines
    No benchmark for MA but QAA Theology & Religious Studies subject benchmark used as a point of reference.

13. Date of production of specification
    Original PAF: May 2005;

PAF Approved by QA&AA: 26 June 2007
PAF Amended by QA&AA: 8 May 2008
PAF modified by ASQ re: exit awards: 25th May 2010
PAF finalised for 2010/11: 15 October 2010
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PAF finalised for 2012/13: 6 September 2012
Programme approval 2006/07

<table>
<thead>
<tr>
<th>14. Date of programme review</th>
<th>2013/14</th>
</tr>
</thead>
</table>

16. Educational aims of the programme
The programme aims to provide teaching and research training in the philosophical issues surrounding religious belief and practice as these are discussed in analytical philosophy, with special reference to the interrelationships between ethics and religion. The programme will offer an advanced introduction to major topics in the philosophy of religion and ethics as well as to major methodological approaches to those subjects. It will serve as a means of gaining research skills in the area through practice in the close reading of philosophical texts throughout the programme. Skills in literature surveys and in the presentation of extended argument will be inculcated through a compulsory research dissertation.

17. Educational objectives of the programme/programme outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding
The programme provides a knowledge and understanding of the following:

1. The main topics covered in contemporary debates on the relation between religion and morality.
2. The main topics covered in contemporary debates in the philosophy of religion.
3. The main topics covered in contemporary debates in philosophical ethics.
4. Detailed knowledge of selected thinkers who have contributed to philosophy of religion and philosophical ethics.
5. Appropriate personal and professional conduct in the context of the discipline.

These are achieved through the following teaching/learning methods and strategies:

- Seminars
- Independent study
- Dissertation supervision
- Class presentations

Assessment:
Formative assessment is exercised through monitoring student participation in and presentation for seminars.

Summative assessment is exercised through unseen examinations, end-of-session essays and dissertation.

Skills and other attributes

Intellectual skills:

1. A critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. A critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and

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methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

**Practical skills:**

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;
2. Is able to exercise initiative and personal responsibility in professional practice.

**Generic/transferable skills:**

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others’ functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

**Assessment:**

Formative assessment is exercised through monitoring student participation in and presentation for seminars.

Summative assessment is exercised through unseen examinations, end-of-session essays and dissertation.

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18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

It should be noted that the Benchmark Statement pertains primarily to undergraduate level study, and that an MA is necessarily more focused than degrees anticipated in that statement. Nonetheless, the programme has been designed in accordance with the Benchmark Statement for Theology and Religious Studies which notes that providers will aim to promote understanding by:

- enabling in depth study of the developed theology of particular religious traditions.
- promoting self-critical awareness of presuppositions and encouraging constructive and critical exposition of an argument for a particular position.
- encouraging intelligent use of a variety of theories and methods of study and engaging in critical analysis of relevant data and arguments.

All of the above aspects feature prominently in the proposed programme. In addition, many of the skills, as also the teaching and learning methods outlined above, draw heavily on the Benchmark Statement. The Framework for Higher Education Qualifications has also been consulted and the level descriptors and educational outcomes have been formulated in accordance with the Framework.

19. Programme structure and award requirements

(a) numbers of compulsory and optional modules to be taken in each year of the programme

Full time
180 credits earned through 2 x 40 credit compulsory modules, 1 x 60 credit core dissertation module and 40 credits of optional modules.

Part time
Year 1
80 credits earned through 2 x 40 credit compulsory modules.
Year 2
100 credits earned through 1 x 60 credit core dissertation module and 40 credits of optional modules.

(b) range of credit levels permitted within the programme
7

(c) maximum number of credits permitted at the lowest level
180

(d) minimum number of credits required at the highest level
180

(e) progression and award requirements (if different from the standard)
N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)
30 credits.

(g) are students permitted to take a substitute module, as per regulation A3, 20.7?
No

(h) other relevant information to explain the programme structure
By permission of the programme organiser, students are permitted to take up to 40 credits of modules outside of the department & within the University of London.
Exit Award provision

A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award). Includes condoned fails

An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved. Includes condoned fails
**Programme Structure**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Status (I, Cr, Cp, O) for each type of programme</th>
<th>Progression</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Ethics</td>
<td>7</td>
<td>40</td>
<td>Cp</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Contemporary Philosophy of Religion</td>
<td>7</td>
<td>40</td>
<td>Cp</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Dissertation (MA Ethics &amp; the Philosophy of Religion)</td>
<td>7</td>
<td>60</td>
<td>Cr</td>
<td>Yes</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Kant: Philosophical &amp; Moral Theology</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Nietzsche: Morality, Religion &amp; Philosophy</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Leibniz &amp; the Philosophy of Religion</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Theological Interpretation of Scripture</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Introductory Biblical Hebrew with Texts</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework, written exam</td>
</tr>
<tr>
<td>Advanced Hebrew Texts</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework, written exam</td>
</tr>
<tr>
<td>Introductory Koine Greek with Texts</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework, written exam</td>
</tr>
<tr>
<td>Advanced Greek Texts</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework, written exam</td>
</tr>
<tr>
<td>Old Testament Special Subject</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>New Testament Special Subject</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework, written exam</td>
</tr>
<tr>
<td>Gospels: Special Study of One Gospel</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Passion and Resurrection Narratives</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Paul's Writings: Special Study of Chosen Passages</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td></td>
<td>Coursework</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Exam</th>
<th>coursework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminist Approaches to the Bible</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Religion &amp; Politics in Contemporary Muslim Societies</td>
<td>7</td>
<td>20</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Contemporary Religious Movements</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Sufism &amp; Modern Society</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Gender Issues in the Anthropology of Religion</td>
<td>7</td>
<td>20</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Ethics in Medieval Jewish Thought</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Contemporary Jewish Ethics</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Ethics in Contemporary Jewish Philosophy</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Revelation &amp; Reason: content &amp; method in Systematic</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Theology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading the Bible: methods in Biblical Study</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Theological Interpretation of Scripture</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>Modern Doctrine</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
<tr>
<td>The Idea of Beauty in Western Theology</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
</tr>
</tbody>
</table>

20. Marking criteria

The assessment criteria follow the College’s general criteria for the assessment of MA programmes.