

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		Religion, Philosophy and Ethics		
		Single honours	Joint	Major/minor
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
BA (Hons)	Religion, Philosophy & Ethics	360	180	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Ordinary Degree	Religion, Philosophy & Ethics	300	150	N/A
Undergraduate Diploma (UGDip)	Religion, Philosophy & Ethics	240	120	N/A
Undergraduate Certificate (UGCert)	Religion, Philosophy & Ethics	120	60	N/A
5. Level in the qualifications framework			6	
6. Attendance				
	Full-time	Part-time	Distance learning	
Mode of attendance	X	X	No	
Minimum length of programme	3 years	6 years	N/A	
Maximum length of programme	10 years	10 years	N/A	

7. Awarding institution/body	King's College London, University of London
8. Teaching institution	King's College London, University of London

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9. Proposing department	Department of Theology & Religious Studies
10. Programme co-ordinator and contact details	Dr. Christopher Hamilton , Email: christopher.hamiilton@kcl.ac.uk
11. UCAS code (if appropriate)	VV65
12. Relevant QAA subject benchmark/ professional and statutory body guidelines	Theology & Religious Studies Benchmark Statement
13. Date of production of specification	Original PAF: January 2003; CFPAF: August 2006
14. Date of programme review	2019/20

16. Educational aims of the programme

The primary aim of the *BA in Religion, Philosophy and Ethics* is to provide education at the undergraduate level in three main areas: philosophical discussion of key concepts and beliefs in religious traditions; fundamental concepts and theories in ethics and the way they relate to practical decision making; the doctrines and history of at least two of the world's major religious traditions. The programme will offer an introduction to topics in these three areas, while allowing more specialised study in specific aspects of these areas through elective modules and the opportunity to write a final year dissertation.

- To train students to think logically, to develop analytical skills, to assess evidence, to exercise judgement, and to reach reasonable conclusions, through the study of modules of high intellectual content;
- To train students to communicate effectively both orally and in writing;
- To enable students to develop a sympathetic and critical understanding of the interrelation of ethical and philosophical issues in the world's religions, and thereby to foster empathetic engagement with both familiar and unfamiliar viewpoints;
- To meet the needs of employers and the wider community for adaptable, intelligent and articulate employees and citizens who can think for themselves;
- To provide education for people from a wide range of cultural, religious and educational backgrounds including mature students.

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. Key topics in the history and contemporary study of the philosophy of religion;

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

- A mix of lectures, classes, seminars, tutorials (especially associated with assessed coursework and other essays) and

2. Some of the main theories and concepts of ethics;
3. Key issues in selected areas of practical ethical discussion;
4. The history, doctrines, concepts and modes of worship of selected religious traditions;
5. How philosophical and ethical ideas arise out and are relevant to discussing these religious traditions.
6. Appropriate personal and professional conduct in the context of the discipline.

supervisions (especially in relation to the Independent Study Project);

- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
- In a number of modules, these teaching and learning strategies are further supplemented by site visits which make use of the unique resources of London, for example, the collections of the British Museum.

Assessment:

Learning outcomes are tested through a combination of:

- assessed coursework;
- prior disclosure and unseen, examination;
- assessed project work.

Assessed coursework is principally in the form of essays, but may include an element for oral presentations. Class presentations develop oral communication and a continuous part of the teaching process.

Skills and other attributes

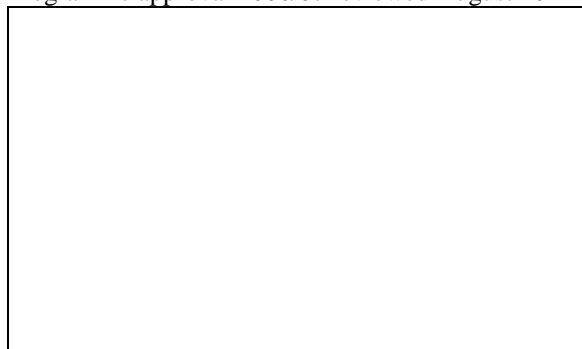
Intellectual skills:

1. Can analyse more abstract texts, evidence, etc without guidance, using a range of approaches and techniques appropriate to the subject;
2. With minimum guidance can critically assesses secondary literature and important ideas to develop an argument;
3. Can critically evaluate material to support conclusions, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions;
4. Is confident and flexible in identifying and defining complex issues within the discipline and can apply appropriate knowledge and skills in addressing them.

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

- A mix of lectures, classes, seminars, tutorials (especially associated with assessed coursework and other essays) and supervisions (especially in relation to the Independent Study Project);
- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
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Practical skills:

1. Can operate in complex and unpredictable contexts, requiring selection and application from a wide range of methods and activities;
2. Able to act autonomously, with minimal supervision or direction, within agreed guidelines.

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

- A mix of lectures, classes, seminars, tutorials (especially associated with assessed coursework and other essays) and supervisions (especially in relation to the Independent Study Project);
- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
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Generic/transferable skills:

1. Can interact effectively within a team/learning group, recognise, support or be proactive in leadership, negotiate and manage conflict;
2. With minimum guidance can manage own learning using full range of resources for the discipline(s);

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

- A mix of lectures, classes, seminars, tutorials (especially associated with assessed coursework and other essays) and supervisions (especially in relation to the Independent Study Project);

3. Is confident in application of own criteria of judgement and can challenge received opinion. Can seek and make use of feedback;
4. Can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance;
5. Can take responsibility for own work and can criticise it;
6. Can engage effectively in debate in a professional manner and give detailed and coherent presentations;
7. Is confident and flexible in identifying and defining complex issues and can apply appropriate knowledge and skills in addressing them.

- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
- In a number of modules, these teaching and learning strategies are further supplemented by site visits which make use of the unique resources of London, for example, the collections of the British Museum.

Assessment:

Learning outcomes are tested through a combination of:

- assessed coursework;
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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

The Theology & Religious Studies Benchmark Statement recognises that the field of Theology & Religious Studies is characterised by rich diversity of providers and academic frameworks. It notes in particular programmes will touch on most of the following and focus on some of them:

- A broadly based core, together with the context required for the subject area programme in question and specialised study in depth of some aspects of the discipline or field;
- The origin, history and developed or present character of one or more religions;
- The reading, analysis and interpretation of texts (especially sacred texts) sometimes in the original languages;
- Engagement with some of the major religious thinkers through their extant work or subsequent influence;
- The application of a variety of critical methods of study;
- The history of the particular discipline covered by the programme;
- Ethics, morality and values.
- This summary accurately characterises the Theology programme at King's.

19. Programme structure and award requirements

(a) numbers of compulsory and optional units to be taken in each year of the programme
NB language modules may be taken at a higher level (for Years 1 + 2, full time, and Years 1-4, part time) ; and for Year 3 full time, and Years 5-6, part time, language modules may be taken

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at level 4 if appropriate, subject to assessment of appropriate level by the Modern Language Centre

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Full time

Year 1: 120 credits earned through 4 x 15 credits from prescribed list of modules and 60 credits of optional modules. All modules at Level 4.

Year 2: 120 credits earned through 3 x 15 credits from prescribed list of modules and 75 credits of optional modules. Minimum 90 credits at level 5; maximum 30 credits allowed at level 4.

Year 3: 120 credits earned through 4 x 15 credits from prescribed list of modules and 60 credits of optional modules. Minimum 90 credits at level 6; maximum 30 credits allowed at level 5.

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Part time

Year 1: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. All modules at level 4.

Year 2: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. All modules at level 4.

Year 3: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 5; maximum 15 credits at level 4.

Year 4: 60 credits earned through 1 x 15 credits from prescribed list of modules and 45 credits of optional modules. Minimum 45 credits at level 5; maximum 15 credits at level 4.

Year 5: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 6; maximum 15 credits at level 5.

Year 6: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 6; maximum 15 credits at level 5.

(b) range of credit levels permitted within the programme

Levels 4, 5 and 6

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

150 credits

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

90 credits

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

Standard

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

45 credits.

(g) Students may take supplementary modules with a view to gaining additional credit, but subject to departmental approval and according to College regulations for additional credit in BA programmes.

(h) Are students permitted to take a substitute module, as per regulation A3 20.7?

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Yes

(i) other relevant information to explain the programme structure

Students may take a maximum of 60 credits over the course of the degree, and a maximum of 30 credits in any one year, from other departments in the Faculty/College. All module selections must be approved by Programme Coordinator.

Subject to passing the college weighted average mark threshold (or if a special case is made), students may attend an approved institution abroad for one or both semesters in Year 2. Marks achieved abroad will be marked according to the scheme approved in advance by the Faculty Undergraduate Assessment Board and the College Assessment and Standards Committee.

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Programme Structure

See Programme Handbook for modules to be taken.

20. Marking criteria

All modules will be marked in accordance with the Faculty's marking criteria where such exists, or else in accordance with the College's generic marking criteria.

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