

## Course Specification

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<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Humanities		
<b>Course Code(s):</b>	PH005T01UV PH005T31UV	Full-time Part-time	3 Years 8 Years
<b>UCAS Code:</b>	VV67		
<b>Course Title:</b>	BA (Hons) Philosophy, Religion and Ethics with Foundation Year		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours BA (Hons) Philosophy, Religion and Ethics with Foundation Year Bachelor of Arts Philosophy, Religion and Ethics Diploma of Higher Education Philosophy, Religion and Ethics Certificate of Higher Education Philosophy, Religion and Ethics Foundation and Preparatory Studies Philosophy, Religion and Ethics University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>			
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2020/1		
<b>Course Specification valid to:</b>	2026/7		

## Academic Staff

<b>Course Leader:</b>	Dr Stephen Gregg
<b>Head of Department:</b>	Dr Frank Wilson

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Typical Entry Requirements;

DD from A level

BTEC QCF Extended Diploma grade PPP, BTEC QCF Diploma grade MP

Pass Access to HE Diploma (Full Award)

If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.

International entry requirements and application guidance can be found [here](#)

Other Requirements;

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Younger applicants who do not meet the entry requirements may be asked to attend interview and/or to provide a sample of their academic writing, or they may be offered an alternative course.

## Distinctive Features of the Course:

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Wolverhampton is the heart of multicultural Britain with a unique place in community history, including the first Interfaith Council in the UK. The population of Wolverhampton is famously diverse, with a 35% of BAME population. Wolverhampton has the largest Sikh diaspora in the UK outside of London, and large Hindu and Muslim communities in addition to one of the most diverse Christian communities in Europe. This diversity is at the heart of our uniqueness as an PRE offering which has a particular focus upon Socially Engaged Philosophy, Lived Religion and Ethics. The course focuses upon contemporary, politically engaged, community-centred learning, led by world-leading specialists in both 'Western' and 'non-Western' traditions, to ensure that Wolverhampton's approach is a genuinely integrated approach, defined by the following characteristics:

- Philosophy at Wolverhampton as: (1) socially engaged, (2) European and Non-European traditions, (3) Continental and analytical traditions (4) interdisciplinary (5) ethics focused;
- Religion at Wolverhampton as: (1) focused on 'lived religions' defined by local community practices (2) contemporary (3) de-colonialized, in curricula and outlook, with a team characterised by non-Western specialisms;
- A focus on a 'global' approach, but with deep regional links to Wolverhampton, as the heart of the multicultural UK.

## Educational Aims of the Course:

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This Philosophy, Religion and Ethics course takes a new and innovative approach to the academic study of religion and philosophy in modern society, focussing on forms of contemporary religious life and philosophical and ethical questions. The course enables you to actively engage with global approaches to philosophy, religion and ethics in a diversity of social contexts in the heart of multicultural Britain. Leading subject experts and international scholars will guide you through academic approaches to major and minority world views and philosophies.

The course will enable you to deeply engage with local and international religious communities and will provide you with contextualising philosophical, historical, sociological and political knowledge to understand the complexity of religion in the contemporary world. It also provides a cutting edge exploration of philosophical and ethical issues, with a special focus on bridging different traditions of thought, with an engagement with a variety of radical contemporary European and non-European thinkers to engage with contemporary challenges and debates.

## Intakes:

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September

## Major Source of Funding:

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Office for Students (OFS)

## Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

## PSRB:

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None

## Course Structure:

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### September (Full-time)

Year 1

Module	Title	Credits	Period	Type
3GK012	Preparing for Success at University	40	SEM1	Core
3GK014	Wolverhampton and its People	20	SEM1	Core
3GK013	Project-Based Learning	40	SEM2	Core
3HU005	Multiculturalism? Society & Culture in Modern Britain	20	SEM2	Core

## September (Full-time)

### Year 2

Module	Title	Credits	Period	Type
4RL005	Introduction to the Study of Religion	20	SEM1	Core
4PH002	Introduction to European Philosophy	20	SEM1	Core
4PH007	Ethical Challenges in the Contemporary World	20	SEM1	Core
4RL010	Christians and Muslims in the Contemporary World	20	SEM2	Core
4PH004	Topics in Non-European Philosophy	20	SEM2	Core
4RL007	Religion, Philosophy and the Environment	20	SEM2	Core

## September (Full-time)

### Year 3

Module	Title	Credits	Period	Type
5RL002	Sikhs in the Contemporary World	20	SEM1	Core
5PH003	Knowing the World: Language and Experience	20	SEM1	Core
5RL007	Religion, Philosophy and the Arts	20	SEM1	Core
5RL008	Hindus and Buddhists in the Contemporary World	20	SEM2	Core
5PH005	Themes in Continental Philosophy	20	SEM2	Core
5PH002	Ethical Virtues, Principles and Judgement	20	SEM2	Core

## September (Full-time)

### Year 4

Module	Title	Credits	Period	Type
6RL001	Philosophy of Religion	20	SEM1	Core
6PH002	Self and Other: The Demands of Social Justice	20	SEM1	Core
6PH011	Contemporary Research in Philosophy, Religion and Ethics	20	SEM1	Core
6RL006	Atheism, Non-Belief and Religion	20	SEM2	Core
6PH010	Facing evil: The ethics of forgiveness, punishment and revenge	20	SEM2	Core
6RL009	Independent Study in Philosophy, Religion and Ethics	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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None.

### Reference Points:

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QAA subject Benchmarks Philosophy

QAA subject Benchmarks Theology and Religious Studies

Quality Code - Part B: Assuring and Enhancing Academic Quality

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010).

### Learning Outcomes:

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Foundation Course Learning Outcome 1 (UCCL01)

Can articulate your understanding of a range of facts and theories relating to the subjects studied.

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Foundation Course Learning Outcome 2 (UCCL02)

Can complete tasks and address problems that, while well-defined, may be complex and non-routine.

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Foundation Course Learning Outcome 3 (UCCL03)

Can interpret and evaluate relevant information and ideas.

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Foundation Course Learning Outcome 4 (UCCL04)

Can describe key academic skills and conventions, appropriate to the level of study, and apply them to your work.

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a confident use of a range of specialist philosophical vocabulary in relation to all the areas of philosophy covered in the syllabus.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Confidently articulate the ideas and arguments of some of the major philosophers in a variety of traditions of philosophy in written and/or oral presentations.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Situate the range of debates on philosophical concepts, such as, self, consciousness, reason, value and art, in their determinate historical, social and cultural contexts.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate capacity for precision of thought and expression in the analysis and formulation of complex and controversial problems emerging from the reading of the texts.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Appreciate the value of working cooperatively with others by using differences in perspective as learning opportunities to expand your horizon of thought, thereby, building critical self-awareness.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Show initiative in taking steps towards autonomous learning and independent thought.

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Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate a confident use of a range of specialist philosophical vocabulary in relation to all the areas of philosophy covered in the syllabus.

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Honours Course Learning Outcome 2 (DEGCLO2)

Confidently articulate the ideas and arguments of some of the major philosophers in a variety of traditions of philosophy in written and/or oral presentations.

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Honours Course Learning Outcome 3 (DEGCLO3)

Situate the range of debates on philosophical concepts, such as, self, consciousness, reason, value and art, in their determinate historical, social and cultural contexts.

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Honours Course Learning Outcome 4 (DEGCLO4)

Demonstrate precision of thought and expression in an analysis and formulation of complex and controversial problems emerging from the reading of the texts.

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#### Honours Course Learning Outcome 5 (DEGCLO5)

Appreciate the value of working cooperatively with others by using differences in perspective as learning opportunities to expand your horizon of thought, thereby, building critical self-awareness.

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#### Honours Course Learning Outcome 6 (DEGCLO6)

Deploy reflective, synthetic and evaluative skills demonstrating autonomous learning and independent thought.

#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
3GK012	Preparing for Success at University	UCCL01, UCCL03, UCCL04
3GK013	Project-Based Learning	UCCL01, UCCL03, UCCL04
3GK014	Wolverhampton and its People	UCCL02, UCCL04
3HU006	Representations of Utopias and Dystopias	UCCL01, UCCL02, UCCL03
4PH002	Introduction to European Philosophy	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4PH004	Topics in Non-European Philosophy	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4PH007	Ethical Challenges in the Contemporary World	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4RL005	Introduction to the Study of Religion	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4RL007	Religion, Philosophy and the Environment	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4RL010	Christians and Muslims in the Contemporary World	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
5PH002	Ethical Virtues, Principles and Judgement	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5PH003	Knowing the World: Language and Experience	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5PH005	Themes in Continental Philosophy	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5RL002	Sikhs in the Contemporary World	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5RL007	Religion, Philosophy and the Arts	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5RL008	Hindus and Buddhists in the Contemporary World	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6PH002	Self and Other: The Demands of Social Justice	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6PH010	Facing evil: The ethics of forgiveness, punishment and revenge	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PH011	Contemporary Research in Philosophy, Religion and Ethics	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6RL001	Philosophy of Religion	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6RL006	Atheism, Non-Belief and Religion	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6RL009	Independent Study in Philosophy, Religion and Ethics	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4

### Teaching, Learning and Assessment:

The course provides for the study of a range of philosophy, religion and ethics topics in an innovative, supportive and exciting environment. Modules are taught by leading scholars and academic experts, with a proven and respected research and publications record.

Learning takes place through a variety of activities and media designed to support the development of skills and achievement of learning outcomes. The course also increases students' digital literacy by widespread use of a range of formats to present materials electronically, including the VLE. The traditional combination of

lecture and seminar is accompanied and varied by other teaching and learning activities appropriate to particular modules. These include interactive lectures, individual and small group presentations, student-led seminars, small group and classroom exercises and discussions, writing workshops, forums and surgeries, work-related and service-learning assignments and activities, and engagement with electronic learning and teaching materials. Students will interact/collaborate with other undergraduates from a variety of backgrounds and cultures, addressing critical and creative material that reflects and promotes awareness of cultural diversity. Students can also undertake a period of sustained independent study through the third year project. At all levels they are encouraged to read widely and critically, to write prolifically, and to incorporate information and communication technologies into their learning practices.

An important element of the course is tutor-supported and independent fieldwork. Many religious communities are within walking distance of the campus and allow for sessions to link the classroom and community.

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written tests (including in-class tests, online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, fieldwork reports, portfolios, project proposals, briefs and CVs)

Practical (for example, oral and video presentations, practical skills assessment)

In the final year of your undergraduate degree, you will be required to write an extended piece of work in the form of an independent study (dissertation).

### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)

Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

### Student Support:

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#### General University Support:

University Libraries are the key source of academic information for students. Learning Centres provide physical library resources (books, journals, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Libraries also provide access to wide range of online information sources, including eBooks, eJournals and subject databases.

Libraries also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills). Specifically, students should access support offered in Skills for Learning workshops and the Academic Skills Hub; <https://www.wlv.ac.uk/lib/skills-for-learning/>

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, Student Union advice, etc.) Students can also access these services by booking appointment with the SU, careers,

counselling services, etc.

#### Course Specific Support:

In addition to the material provided in class and on the Virtual Learning Platform, the Faculty offers tailored academic and pastoral support to students. Students' first port of call is their personal tutor (each student is allocated a personal tutor at the beginning of the academic year), but they can also talk to module leaders, course leader, school administrator, graduate interns and graduate teaching assistants, whose details can be found in the course guide. Advice will be given through the induction process and then through appointments throughout the year, in addition to classes and tutorials. Students can expect to receive support and guidance in Personal Development Planning, to understand better their learning process, have the skills and understanding to act on the feedback.

Lecturers will provide personalised feedback for formative and summative assessments. On occasion, generalised feedback to the whole group on points relating to an assessment is found more appropriate.

Dedicated Subject Pages allow students to explore key online information sources that are recommended for their studies: for Philosophy, Religion & Ethics:

[www.wlv.ac.uk/lib/subjects/humanities](http://www.wlv.ac.uk/lib/subjects/humanities)

#### Employability in the Curriculum:

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The Course includes provision for the WOLVERHAMPTON ENTERPRISE AND EMPLOYABILITY AWARD–SILVER, with assessment of three employability tasks embedded in assessments as co-ordinated with Employability colleagues.

In addition, throughout their studies, students will be expected to reflect upon how writing and researching in their areas of study will contribute to the advancement of their career goal. Whilst there would be no necessary connection of the topic with the career planning, the student is expected to reflect upon the contribution their acquired skills will make to their career (e.g. acquire ability for independent research, time management, setting goals, finding information about options available etc.).

In addition, specific modules address etiquette when working with local and religious communities and third-sector organisations, including field visits where students gain the skills of effective interviewing and data analysis. Assessments are chosen to ensure that students are prepared to deal with conflict and multiculturalism in the workplace, in addition to engaging with worldviews other than their own.

