

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA (Hons) Religious Studies and Ethics</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Course <sup>3</sup>	<b>3 years full-time</b>
Intended Award	<b>BA (Hons) Religious Studies and Ethics</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: 110 UCAS tariff points (or equivalent)</b>
Delivering Institution(s)	<b>University of Suffolk at West Suffolk College</b>
UCAS Code	<b>V620</b>

This definitive record sets out the essential features and characteristics of the BA (Hons) Religious Studies and Ethics course. The information provided is accurate for students entering level 4 in the 2017-18 academic year<sup>5</sup>.

**Course Summary**

In an increasingly diverse multi-cultural and multi-religious society, the study of Religious Studies and Ethics is highly relevant in public and commercial life. An understanding of the ways that different religious communities can work together is an increasingly attractive asset for graduates seeking employment in both public and private sectors. The disciplines of Religious Studies and Ethics go together especially well. Both subjects address fundamental issues of human existence such as: Why are we here? How should one resolve moral dilemmas? What makes for a good life? Whilst ethics exist independently of religion, the two have much to say about each other and prove the ideal combination for students who wish to expand their debating skills. The course explores a number of world religions both ancient and modern, examining their underpinning theology and cosmology. There are no assumptions that any student has to be religious, and the course takes a balanced look at many religious outlooks including Judaism, Sikhism, Christianity, Islam, Paganism, Buddhism and Shintoism. The study of Ethics explores a number of challenging moral dilemmas, for example within scientific research, the legal system, personal relationships

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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and the ways we treat both our own bodies and those of other species. The course also includes critical study of the underpinning ethical and philosophical concepts, covering prominent thinkers in moral philosophy.

### **Course Aims**

#### **Religious Studies**

- Give an overview of the structuring of theological thought, including animist, polytheist, monotheist and non-theist philosophies
- Outline the major religious traditions extant in the world today, setting out their central teachings, ethical codes, festivals and modes of worship
- Tackle some of the major moral dilemmas found in many religions, especially dealing with issues of suffering and cruelty
- Develop student skills in exegesis of a variety of sacred texts
- Expound research issues both in the study of ancient and modern religions
- Exploring and challenging the concept that there are such broad categories as eastern and western religious thought and assessing what, if any, distinctions may be drawn
- Create opportunities to consider the artistic, ethical, gendered, social, political and cultural characteristics of religion(s)
- Foster empathetic engagement with both familiar and unfamiliar
- Explore in an interdisciplinary way, the interface between religious studies, and other combined honours subjects of Ethics, History and Sociology
- Promote self-critical awareness of presuppositions and encouraging constructive and critical exposition of arguments for a particular position

#### **Ethics**

- Give an overview of the development of ethical schools of thought from Classical times, through the early modern period and on to current challenges in the 21st century
- Outline the contributions of major schools of moral thought to human understanding of various real world scenarios
- Develop student skills in debate and the advancing and analysis of moral arguments
- Expound research issues both in the study of ancient and modern religions
- Consider the foundations of personhood and what makes someone or something worthy of value and legal recognition
- Create opportunities to consider the artistic, ethical, gendered, social, political and cultural characteristics of ethical codes

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- Foster empathetic engagement with both familiar and unfamiliar
- Explore in an interdisciplinary way, the interface between ethics, and other combined honours subjects of Law, History and Religion
- Promote self-critical awareness of presuppositions and encouraging constructive and critical exposition of arguments for a particular position

### **Course Learning Outcomes**

The following statements define what students graduating from the BA (Hons) Religious Studies and Ethics course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

### **Religious Studies**

#### **Knowledge and understanding**

1. Discuss and demonstrate, where appropriate, critical comprehension of the religion's or religions' classic sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings
2. Critique the ways in which theological teachings and textual exegesis change and so revise the understanding of scripture-based religions
3. Differentiate between understandings and uses of various sacred texts by different cultures

#### **Subject specific and intellectual skills**

4. Analyse religious narratives to unpack their deeper symbolism and spiritual lessons
5. Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, dogmatic, exegetical, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological, practical, pastoral
6. Demonstrate awareness of and critical assessment of religious contributions to debate in the public arena concerning, for example, values, evil, truth, beauty, identity, health, peace and justice
7. Demonstrate a critical understanding of how personal and communal identities and motivations are shaped by religion, the importance of such identities and how this has both positive and negative effects
8. Demonstrate a capacity to apply formal learning to concrete social and vocational contexts

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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**Ethics**

**Knowledge and understanding**

9. Discuss and demonstrate, where appropriate, critical comprehension of the origins of ethical schools and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings
10. Critique the ways in which moral teachings must adapt to apply themselves to new situations created by technological developments and discoveries
11. Assess the extent to which legal codes either set the agenda for evolving moral codes within a society, or are driven to change in response to developing ethical standards within a society

**Subject specific and intellectual skills**

12. Apply ethical concepts and ideals to complex contemporary situations
13. Critically evaluate ways in which law makers can respond to situations in which competing and potentially contradictory moral schools seek to influence the structure of social governance
14. Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, dogmatic, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological, practical
15. Demonstrate awareness of and critical assessment of ethical schools contributions to debate in the public arena concerning, for example, values, evil, truth, beauty, identity, health, peace and justice
16. Demonstrate a critical understanding of how personal and communal identities and motivations are shaped by moral campaigns, the importance of such identities and how this has both positive and negative effects
17. Demonstrate a capacity to apply formal learning to concrete social and vocational contexts.

**Religious Studies and Ethics**

**Generic skills**

18. Engage with empathy, integrity and critical reflection with the convictions and behaviours of others
19. Undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner
20. Identify, gather and analyse primary data and source material, whether through textual studies or fieldwork

In addition, students should develop competence appropriate for each level, in the following

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### Key Skills

21. Manage own learning, and to make use of scholarly reviews and primary sources
22. Undertake and critically evaluate a research dissertation
23. Demonstrate competence in research skills through practical activities
24. Initiate, design, conduct and report an empirically-based research project under appropriate supervision
25. Use communication and information technology effectively for a range of applications, e.g. web and internet, databases, spreadsheets, word processing, PowerPoint
26. Communicate relevant subject knowledge and evidence accurately and reliably with structured and coherent arguments
27. Show development of key transferable skills
28. Communicate ideas and research findings by written, oral and visual means

### Course Design

The design of this course has been guided by the following QAA Benchmark:

- Philosophy (2014)

### Course Structure

The BA (Hons) Religious Studies and Ethics comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

Module	Credits	Module Type <sup>7</sup>	Module	Credits	Module Type
Religious Studies			Ethics		
<b>Level 4</b>					
Classical Polytheism	20	R	Introduction to Ethics	20	R
Emergence of Monotheism	20	R	The Ethical Mind	20	R
Philosophy of Religion	20	R	The Ethical Body	20	R
<b>Level 5</b>					
Research Methods 20 M NB This is a mandatory module pre-requisite for the final year undergraduate Dissertation. For the remaining modules at Level 5, choose two modules from one subject and three modules from the other.					
Indian Religions and Culture	20	O	Media Ethics	20	O

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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	The Question of Evil	20	O		Ethics beyond Humanity	20	O
	Heresy and Dissent	20	O		Medical Ethics	20	O
Level 6							
Undergraduate Dissertation/Project 40 M NB The Undergraduate Dissertation is mandatory and should be interdisciplinary, i.e. a combination of both subjects as discussed and agreed with your dissertation supervisor							
	Contemporary Christianity	20	M		Cyber Ethics	20	M
	East Asian Religions	20	M		Legal Ethics	20	M

The module combinations are offered every year.

**Awards**

On successful completion of the course, students will be awarded a BA (Hons) Religious Studies and Ethics.

**Course Delivery**

The course is delivered at West Suffolk College. Students studying full-time on BA (Hons) Religious Studies and Ethics are likely to have approximately 10 contact hours per week. The contact hours will be a mix of lecture, seminar discussion and site visits where appropriate. Students will normally be expected to undertake 25 hours of independent study in an average week if studying full-time, but should be prepared for this to vary based on assignment deadlines and class exercises.

**Course Assessment**

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be by coursework (including essays, journals, presentations, case studies), with three examinations in level 4 and up to one examination at level 5 depending on the modules chosen.

**Course Team**

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

**Course Costs**

Students undertaking BA (Hons) Religious Studies and Ethics will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	£10,080 per year
Part-time International	£1,680 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

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Students are recommended to buy their own books where possible (many are available second hand), aside from this there are no particular forms of equipment required.

**Academic Framework and Regulations**

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).