



This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Philosophy, Religion and Ethics		
2. Award type	Bachelor of Arts		
3. Programme details	FHEQ Level: 6	Mode of Study: Full time Full time	Duration: 3 years 4 years (Foundation)
4. Faculty	Faculty of Arts and Humanities		
5. School	Owning: School of History, Philosophy and Digital Humanities		
6. Accrediting Professional or Statutory Body	None		
7. HECoS code <i>Select between one and three codes from the HECoS vocabulary.</i>	Code: 100337 Percentage: 50	Code: 100339 Percentage: 50	Code: Percentage:
<i>Programme code (internal use)</i>	HPHU017 (Full time) HPHU018 (Foundation)		

9. Programme aims

The programme aims to:	
A1	Provide opportunities to acquire knowledge and understanding of Philosophy, Religion and Ethics, in a range of modules, with both historical and contemporary focus, utilising relevant theories, methods and perspectives from the humanities, and the social sciences.
A2	Equip students with an understanding of a range of philosophers, philosophical problems, methods and theories in religious studies, and ethical debates, while encouraging critical engagement with those philosophers, religious traditions, and ethical questions.
A3	Provide high quality teaching which is informed and invigorated by the research and scholarship of the members of staff, and which reflects the interests and needs of students of different genders, religions and cultures, from a wide variety of educational and social backgrounds.
A4	Promote independence of thought and a critical and analytical approach, not only to Philosophical and Ethical theories and concepts, but also on religious traditions, and the assumptions on which they are based.
A5	Equip students with the core skills involved in information search, careful reading, comprehension, clear thinking, sound argumentation, along with the coherent and well-organised expression of ideas in oral, written, visual or digital form, as appropriate; and to develop a range of transferable skills through learning and teaching activities, guidance and assessment.
A6	Facilitate an awareness of the application of their learning widely, and develop Sheffield graduate attributes in their rich variety, including personal values and confidence in their views.
A7	Encourage students to plan for themselves the contents of their degree programmes in philosophy, religion and ethics, and to plan and organise their own work, developing their interest under the advice provided by the school.
A8	Facilitate an awareness of the application of philosophical thought to religion, and other academic disciplines, as well as debates in politics and the media, encouraging students to apply philosophical skills of analysis and reflection more widely where appropriate, engaging confidently with global religious diversity and matters of public interest.

10. Programme learning outcomes

Knowledge and understanding (K)	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	Some of the central distinctions and arguments in moral and political philosophy, epistemology, metaphysics, philosophy of mind and language.
K2	The diversity of Religions and their prevalence in our society, and the variety of methods, and interdisciplinary approaches used to study Scriptures, communities, rituals and identities in a range of historical, social and cultural contexts.
K3	The theories and arguments of some of the major philosophers and religious thinkers, and some awareness of important areas of interpretative controversy concerning those figures.
K4	To critically examine religious traditions, and their academic scholarship, applying methods from

	different disciplines, as well as Philosophy and Critical theory to frame their analysis.
K5	Some major issues and questions currently at the forefront of research into Philosophy, Religion, and Ethics.
Skills and other attributes (S) <i>When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). SGAs can be found here</i> On successful completion of the programme, students will be able to:	
S1	Examine religious worldviews and empirical data on religion, with the ability to analyse and evaluate writings and empirical studies that illustrate contemporary worldviews, religions and spirituality.
S2	Read carefully and interpret philosophical and religious literature, with the ability to identify textually-based arguments, and analyse the structure of complex and controversial issues, with an understanding of major strategies of reasoning designed to resolve such problems.
S3	Abstract, analyse and assess arguments carefully, distinguishing what is relevant to the issue under discussion from what is not.
S4	Recognise the strengths and weaknesses of arguments for and against a philosophical position or interpretation of religious ideas.
S5	Construct a detailed individual line of argument in support of one's own position and defend it in a clear and effective manner.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

The primary teaching method is lectures, which provide introductory guidance to particular bodies of academic material and to philosophical terminology, and offer guidance on how that material is to be understood, used and evaluated. Lectures are clearly linked to follow-up seminars, and discussion groups, which enable students to work through pieces of text or problems in detail, thereby developing their understanding of philosophical texts and religious traditions. Seminar discussions can be both staff and student led. Students also engage in private study in preparation for lectures and seminars, and in producing coursework for assessment. This develops students' understanding of texts and problems, and increases their knowledge base. In addition to these staples, other teaching methods include but are not limited to fieldwork, assignment tutorials, academic supervision, peer feedback, use of staff office hours, work placement, as well as writing and skills development workshops.

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Assessment formats include coursework essays, written examinations (both seen and unseen), dissertations and long essay projects, collaborative projects, case study analysis, building websites and other digital projects, reflective practice, fieldwork reports, posters, news articles, short videos, discussion boards, and portfolios.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			July 2022
2	Programme Simplification	25/26 - Foundation 26/27 - Year 1	June 2025

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