Humanities
Undergraduate Programmes 2017

- History
- History and Philosophy
- History and Politics
- Politics and International Relations
- Philosophy, Ethics and Religion
- Theology and Religious Studies

leedstrinity.ac.uk/schoolofac
Welcome to Humanities

We have a dynamic and innovative team who teach and research Humanities at Leeds Trinity University. Our programmes are designed to stimulate and engage student learning. As well as academic study, you will be able to put your studies to work, gaining practical workplace experience with our professional work placements scheme.

We have an international reputation for historical research. The world-class knowledge of our tutors will develop your understanding of the world and give you the hands-on research skills to succeed.

You’ll visit museums and heritage centres, role-play with literature, watch the relevant films and newsreels and gain valuable experience during two professional work placements.

Our students benefit from leading knowledge that will develop your critical mind, give you transferable skills and give you the tools to help shape the future by learning about the past.

Our degrees in Ethics, Philosophy, Theology and Religious Studies give you the opportunity to raise the ultimate questions about God and the meaning of life. You’ll delve into the different approaches to the world through texts, history and contemporary studies and be equipped for employment, thanks to our interdisciplinary approach.

You’ll be taught by internationally active researchers, who will stimulate debate and discussions in classes. Employability skills are embedded in our teaching and in professional work placements, helping you to gain a range of in-demand, transferable skills — whatever your career aspirations.

Dr Nathan Uglow
Acting Head of Humanities
Study the subject that you’re passionate about under the guidance of lecturers with years of academic and research experience, and put theory into practice with the professional work placements embedded into your degree.

Dr Anna Piela
Lecturer in Religious Studies

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Course Introduction
This degree will give you an in-depth knowledge of key historical issues as well as current debates from the contemporary world.

History at Leeds Trinity is taught with imagination and passion by a team of enthusiastic and highly qualified lecturers. You will gain critical understanding of key historical issues and periods, and the ability to apply this knowledge creatively in the modern world.

The programme offers you outstanding opportunities to exercise your historical skills in a professional context through work placements in organisations which engage with history including, museums, libraries, schools and other educational settings. Transferable skills, such as data-handling and analysis, research skills, project management, report-writing and oral presentation, are embedded in this enjoyable programme, preparing you for your future career and making you highly employable.

The course explores a range of different topics, eras and theoretical approaches to history ranging from the Romans to the 20th Century, from Britain to America and the wider world. It tackles issues such as conflict and change, gender, (dis)ability and ‘race’, as well as exploring the foundations of modern thought and the ways in which the past is presented and re-presented.

You will learn how to undertake independent research, analyse evidence, and present your findings with clarity and flair, and you’ll develop the confidence to work either by yourself or in a team.

Course Benefits:
• The opportunity to exercise your historical skills in a professional context through professional work placements.
• An excellent academic programme which enables a third of our students to go on to postgraduate study.
• You will be taught by enthusiastic and highly qualified lecturers, who actively pursue research.
• The course explores a range of different topics, eras and theoretical approaches to history.
• It will draw out the complexity of historical change, consider continuity, and the dangers of examining any one aspect of a society in isolation.
• By looking at the way in which influence spreads across national boundaries it will also introduce students to the difficulties of assessing historical significance.
• Indicative readings are provided for a possible topic.
• The precise topic offered will vary according to staff availability and expertise.

Year 1

Programme Level Assessment
Students will analyse the extent to which major events in British history such as the Roman Conquest, Norman Conquest, the Black Death, and the Reformation may be described as turning points, comparing them with each other to assess their relative significance and considering the validity of traditional historical periods (e.g. the Dark Ages, the Tudor period).

As they study these turning points, they will also explore (in groups) the pattern of development of a particular aspect of British history (e.g. the role of the monarchy, transport and communications, religious belief, the experience of women or children), highlighting the historical drivers of change over a period of about 1500 years.

They will develop essay-writing, group work, and oral presentation skills.

The Historian’s Craft
• The module introduces students to the processes of historical investigation and the debates that emerge through a case study (e.g. the Formation of Britain, or Victorian Leeds).
• A variety of skills are developed including hypothesis testing and debate, formation and revision of supported argument, assessment of change and continuity, and addressing the nature and practice of history, through the case study.
• Students analyse a broad range of primary sources, qualitative and quantitative, considering the best methods of interpretation of each type of source, and assessing their value to historians.

Turbulence and Transformation: A Study in Depth
• The module will take a major historical transformation, for example, the French Revolution, and seek to explore the causes and the nature of the changes it effected by examining it from a variety of overlapping perspectives.

Introduction to Modern World History
• This module develops an overview of World History during the twentieth century; considering how this shaped the World we live in today.
• It explores a number of themes in the history of the last century such as the balance of power and the world order; the importance of ideologies in shaping this period and the World today; war, its nature and global and personal impact; the rise of ideological conflict and the Cold War; international organisations and the world order; the global economy and environment, globalization and global culture, including the causes of international inequalities.

History in Contemporary Society
• Students will explore the role played by history in the popular media and the heritage industry.
• In the first two thirds of the module they will study and assess examples of popular history, such as historical films, history documentaries, historical novels, museums, and heritage sites and activities, and will engage with current debates on varieties of popular history.
• Case-studies of examples of popular forms of history will be used to illustrate and explore these topics: this will include a field visit to a local museum/heritage site.
• In the final third of the module, students will undertake a group project, which will involve an oral presentation and the production of an example of popular history - such as the first chapter of an historical novel or story, the first act of an historical play, the script and storyboard for the first scene of an historical film, or a small exhibition/display.
• In the course of the presentation, they will reflect on the use which they have made of the past.

**Year 2**

A range of **CORE** and **OPTIONAL** modules will be combined from the following:

**Problems in History**

This module has two sections.

- In the first section (lasting about five weeks), students are guided through one of the key debates in history, learning to identify how and why historians interpret events differently and coming to understand how a historical debate develops.
- In the second part (lasting about four weeks), small groups of students will choose (within a range of prescribed topics) a particular historical debate to research through reading of contextual scholarship, and will use the skills and understanding they have gained in the first part of the module to analyse how and why historical interpretations have changed.
- The tutor/tutors involved will provide the students with a preliminary bibliography and tutorial support, but students will be expected to work independently and collaboratively towards the final assessment.
- Precise topics offered each year will depend on staffing. Indicative topics would include: the Civil Rights Movement in the USA during the 1950s-70s; Women in Nazi Germany; Twentieth-Century Childhood(s); Victorian Working Women.

**Figuring the Past**

- This module examines how historical data may be collected, displayed, analysed and explained effectively.
- Via a specific case study, such as migration and immigration within the USA, it introduces students to the criticism and interpretation of statistical data and techniques.
- For example, the issues raised by use of the mean, median and mode, and of basic sampling techniques and significance testing, are considered and used.
- In semester two students develop their own skills in locating and using data sets and applying basic statistical techniques to them.
- Computer workshops introduce students to internet-based resources and to spreadsheet applications.

**Making History: Research Skills and Independent Study**

- This module will develop the skills required to plan and begin an independent research project within a supportive learning environment, and reinforce research skills developed in other modules such as Research and Discovery and Problems in History.
- The first section will cover the basic skills required to prepare a research proposal and project, and will support the production of (for example): a basic outline for a research project; a brief annotated bibliography; a critical review of one of the secondary sources; and a critical review of one of the primary sources on the bibliography.
- This will be undertaken in an area of research which with the module tutor is familiar.

- Students undertake a study testing a hypothesis provided by the teaching team.
- Initially interpreting primary sources that they have been provided with, but then progressing to individual research reports using primary sources (qualitative and quantitative) e.g. press reports, official documents, ephemera, statistical data and artefacts that they must locate themselves in e.g. edited collections, as digital resources or through online museums.
- Precise topics offered each year depend on staffing. Indicative topics would include: the Rights Movement in the USA during the 1950s-70s; Women in Nazi Germany; Twentieth-Century Childhood(s); Victorian Working Women.

**Professional Development and Placement**

Semester 1:

Professional development and preparation for placement - a programme comprising of:

- Introduction to Professional Development Planning and Placements at Level 5 Workshop sessions including:
  - Careers in Heritage and Museums, Archives and Libraries, Education, commercial enterprise
  - Applying for employment and post-graduate courses
  - Team work; assessment centre tasks
  - Briefings on Careers and Employability Placement procedure, skills and preparation for Placement and assessment for module, e.g. successful blogging, writing the Report
  - Discussion with Placement Tutor

Semester 2:

- Six-week placement - feedback and reflection - completion of diary (blog) and report;
- Group Conference on return to University from Placement and the Career Action Plan.

**Themes in Modern World History**

- Students will examine specific aspects of international relations during the nineteenth and twentieth centuries, considering how World History was shaped by such factors.
- For instance, British economic and imperial power during the nineteenth century together with the loss of that position as pressures for political independence grew amongst the colonised peoples during the late nineteenth and twentieth centuries, might be examined.
- How these international factors affected daily life in Britain, the Empire and later the Commonwealth, and elsewhere, from the early nineteenth century until today, might constitute another part of this study.
Professional Development and Placement (Volunteering)

Semester 1:
Professional development and preparation for volunteering placement - a programme comprising of:
• Introduction to Professional Development Planning and Placements at Level 5
  Workshop sessions including:
  • Volunteering careers in Heritage and Museums, Archives and Libraries, Education, commercial enterprise
  • Applying for employment and postgraduate courses
  • Team work / assessment centre tasks
  • Briefings on Careers and Employability Placement procedure, skills and preparation for volunteering placement and assessment for module, e.g. successful blogging, writing the Report
  • Discussion with Placement Tutor

Semester 2:
• Six-week placement, feedback and reflection
• Completion of diary (blog) and report;
• Group conference on return to University from Placement and the Career Action Plan.

Writing History: Tales and Textbooks
• Students will study up to five examples of the nineteenth-century historical novel in the first part of the module, and in the second half they will focus on examples of the twentieth-century textbook.
• The texts studied in the first part will include important works in the development of the modern historical novel, such as Walter Scott’s Waverley, as well as lesser known works such as Elizabeth Gaskell’s Sylvia’s Lovers (1863) and W.H. Ainsworth’s The Tower of London (1840).
• They will be invited to consider these texts within a range of contexts, such as the development of history as a discipline, and Victorian nationalism and imperialism.
• In the second half, the texts covered will begin with Henrietta Marshall’s Our Island Story (1905) and explore the works of R.J. Unstead, considering also the writing of history textbooks in other countries, and concluding with examples of current textbook histories.
• Relevant contexts will be considered, such as the development of education and history curriculum reform, and the impact of political and social changes.
• This semester may involve a participation of a guest speaker (e.g. a history teacher or educator), and the students may carry out an interview to explore an individual’s experience of school and textbook history.

Introduction to Spanish Language and Hispanic Culture and Society
• Expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, student life and employment.
• Simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
• Description in simple terms of aspects of personal background, immediate environment and matters in areas of immediate need.
• Cultural and Social topics:
• Latin America: Postcolonial reality, Ancient Civilizations, modern Latin America, Art and Literature, Popular Culture
**Year 3**

A range of CORE AND OPTIONAL modules will be combined in your final year from the following:

**Special Subject I and II**

On successful completion of these core modules, students will be able to:
- Demonstrate detailed knowledge of a specific period
- Demonstrate an understanding of the limitations and advantages of the major primary sources and an ability to use those sources to build and support their own arguments
- Demonstrate an understanding of the differing arguments of historians on key themes and a critical awareness of the current nature of historical debate
- Demonstrate the ability to assess the validity of competing explanations for events and actions
- Synthesise, organise and present knowledge and understanding in written form, using the appropriate historical apparatus

Special subject topics vary year on year based on staff expertise and availability.

An example of such a topic is set out below, (with appropriate reading set out in Learning Resources), other topics currently available, based on staff research expertise are:
- Representations of the Middles Ages 1750-1900,
- Votes for Women 1866-1919,
- Women in British Society 1500-1700.
- Normally two special subject topics will be run each academic year, e.g. Women in British Society 1500-1700, and Victorian Countryside.

**History Research Report**

- This module will develop further the skills required to plan and successfully complete an independent research project (in this case, the History Research Report of 4,000 words). This will reinforce research skills developed in other modules such as Research and Discovery, Making History and Problems in History.
- Each student will negotiate a research topic with their tutor (the History Research Report supervisor), the topic to be dependent on supervisory staff expertise and availability.
- The research will be based predominantly on primary sources, which might include:
  - a body of oral history interviews that the student has conducted in a rigorous manner, visual & physical evidence such as paintings, artefacts or objects in a museum collection, literature and prose, buildings and landscape, historical texts or the evidence of a historical debate surrounding a topic when that debate has a long and detailed history.
- In addition, students will need to demonstrate a contextual e.g. historiographical knowledge of, and/or an understanding of theoretical or methodological approaches to the specific topic.

**History Dissertation**

- This module will develop further the skills required to plan and successfully complete an independent research project (in this case, a dissertation of 8,000 words).
- This will reinforce research skills developed in other modules such as Research and Discovery, Making History and Problems in History.

**History and Media: Reporting Crisis**

- During the first semester the entire group of students will investigate the causes and events of a specific crisis in recent history.
- For instance the war and NATO intervention in Kosovo during 1999 might be investigated through a consideration of contemporary newspaper and television reports; the websites of key international organisations and the subsequent publications of journalists.
- These sources will be used to consider the competing interpretation of the crisis and its causes. This will include a questioning of the morality of NATO and of Western actions, a factor that is clearly seen in recent secondary publications. Consideration will also be made of attempts to promote reconciliation in Former Yugoslavia (and more widely).
- In semester two students will work in small groups employing the approaches and methodologies established during semester one in a smaller case study concerning specific events in current events.
- Students will be given a precise question/area/event to explore and test along with full references to specific documents; websites; videos and secondary reading which they will need to refer to in order to investigate that event.

**Presenting the Past**

- Students will explore key issues relating to the modern heritage industry and its role in presenting the past, such as access and social inclusion, finance and admission fees, the representation of different classes, genders and ethnicities, and the strengths and weaknesses of various modes of interpretation.
- They will also critically evaluate the arguments and assumptions surrounding the ways in which the past is represented to specialist and non-specialist audiences through, for example, TV documentaries, historical films and novels.
- In this way, students will develop a sophisticated understanding of issues such as audience, the impact of visual media, different modes of interpretation, questions of historical authenticity, empathy, realism and narrative construction; and reflect on the limits of scholarly history as a mode of representation.

**Great Thinkers 2: Applying Political Ideas**

- Students will study theories and philosophies of normally seven thinkers in philosophy, politics, and the social sciences, such as (for example) Plato, Aristotle, Augustine, Machiavelli, Rousseau, Wollstonecraft, and Marx and Engels.
- They will be concentrating primarily on key texts among the thinkers’ works.
- They will be required to compare and contrast the theories and ideas of each thinker in class debates and to apply them to such issues and topics (for example) civic responsibility, power, equality, race and gender and the role of religion and culture in a civic community.

**Professional Learning through Work**

- This module enables students to retain an element of work-based learning in their final year programme, by spending time working with an employer during the year, focussing on completing a specific project for the employer, related to their subject, and reflecting on what they have learned from this experience.
- Students will be expected to negotiate a project with their employer or prior placement provider organisation that meets the needs of both the employer and Leeds Trinity University.
History and Philosophy
BA Joint Honours

Course Introduction

Both History and Philosophy explore complex issues of conflict and resolution at the individual and social level. They explore ways of investigating, interpreting and evaluating the interrelation of thoughts and actions and through this developing a clear and confident outlook on the world.

The History modules focus on discipline-specific skills: methods of primary source analysis, debates about periodisation and the treatment of broader themes across historical periods. The content is not organised around historical periods, though care is taken in each module to provide students with a choice of material from diverse historical periods to engage and practice their skills.

The Philosophy modules deliver core skills in philosophical and ethical analysis, rather than a focus on the history of philosophy. In both areas students are taught to work like philosophers and historians, helping them engage more powerfully with subjects they care about.

Modules each year pick up from previous work, affirming skills learned and preparing for the skills required in the following year’s study. This helps you develop confidence in enquiry, analysis and presentation. Study skills and research methods are explained and you will build them into the design and execution of your own research projects, which culminates in a major final-year dissertation on a topic of your choice.

Year 1

Patterns and Periodisation in History

- Students will analyse the extent to which major events in British history such as the Roman Conquest, Norman Conquest, the Black Death, and the Reformation may be described as turning points, comparing them with each other to assess their relative significance and considering the validity of traditional historical periods (e.g. the Dark Ages, the Tudor period).
- As they study these turning points, they will also explore (in groups) the pattern of development of a particular aspect of British history (e.g. the role of the monarchy, transport and communications, religious belief, the experience of women or children), highlighting the historical drivers of change over a period of about 1500 years.
- They will develop essay-writing, group work, and oral presentation skills.

Critical Thinking Skills

- Criticality combines both critical thinking abilities, as well as reflection, in order to integrate learning from personal experience with an ability to engage in an empathic, ethical and compassionate way with one’s world.
- Content may vary from year to year, but topics may include: The welfare state and well-being; Toxic childhood; Student activism; Business ethics; Capital punishment; Animal ethics; Drugs in sport; Faith schools/ universities; Digital media and ethics; Professional ethics in context; Immigration and refugees; Citizenship; The environment.

Introduction to Philosophy:

Questions and Concepts

- The module provides an introduction to the history, questions and concepts of philosophy. It includes:
  - The history of western philosophy, from pre-Socratic to modern philosophy, looking at how this history has been formative in shaping philosophical thought and method through the texts and debates of key philosophers and movements.
  - Key questions and problems in contemporary philosophy, combining recent scholarship with the historical material, in order to provide an introduction to such areas as epistemology, logic, philosophy of mind and aesthetics
  - Examination of selected non-western philosophical methods and questions.

Introduction to the Philosophy of Religion

- The first part of the module will provide an overview of the nature of philosophy of religion and philosophical enquiry and an introduction to key questions in the philosophy of religion such as faith and reason, fideism and evidentialism, knowledge and God.
  - This will lead on to consideration of how philosophical ideas have been employed in relation to theology and theological problems.
  - Topics and authors to be explored may include (for example):
    - Arguments for the existence of God (Aquinas, Paley, Descartes, Kant)
    - The soul, life after death, and the mind-body problem
    - Religious language - talking about God (Ayer, Wittgenstein, postmodernity)
    - Epistemology and the status of religious truth claims (Kierkegaard, Plantinga)

The Historian’s Craft

- The module introduces students to the processes of historical investigation and the debates that emerge through a case study (e.g. the Formation of Britain, or Victorian Leeds).
- A variety of skills are developed including hypothesis testing and debate, formation and revision of supported argument, assessment of change and continuity, and addressing the nature and practice of history, through the case study.
- Students analyse a broad range of primary sources, qualitative and quantitative, considering the best methods of interpretation of each type of source, and assessing their value to historians.

Professional Development and Placement

- The preparation course will prepare students for writing effective CVs and covering letters and encourage self-reflection through CPD diaries.
- Various academic skills such as referencing, essay- and report writing will also be taught.
- The Personal Development Plan will build on an assessment of strengths and weaknesses and plans for improvement based on the departmental employability criteria.
Course Benefits:

- A particular focus on developing your ability to become an active and engaged producer of knowledge, not just a passive receiver of it.
- Our lecturers are expert teachers/researchers and are well published in their specialist subjects.
- Small group sessions and one-to-one tutorials.
- You will receive plenty of hands-on experience interpreting historical evidence.
Year 2

Problems in History
This module has two sections.

• In the first section (lasting about five weeks), students are guided through one of the key debates in history, learning to identify how and why historians interpret events differently and coming to understand how a historical debate develops.

• In the second part (lasting about four weeks), small groups of students will choose (within a range of prescribed topics) a particular historical debate to research through reading of contextual scholarship, and will use the skills and understanding they have gained in the first part of the module to analyse how and why historical interpretations have changed.

• The tutor/tutors involved will provide the students with a preliminary bibliography and tutorial support, but students will be expected to work independently and collaboratively towards the final assessment.

• Precise topics offered each year for each section will depend on staffing. Indicative topics include: The Italian Renaissance, British Imperialism, Alfred the Great, Witchcraft, or the First Crusade.

• Students will be strongly encouraged to develop their independent reading skills and use of electronic resources to access e.g. journal articles.

Professional Development and Placement
Semester 1:
Professional development and preparation for placement - a programme comprising of:

• Introduction to Professional Development Planning and Placements at Level 5 Workshop sessions including:

• Careers in Heritage and Museums, Archives and Libraries, Education, commercial enterprise

• Applying for employment and post-graduate courses

• Team work; assessment centre tasks

• Briefings on Careers and Employability Placement procedure, skills and preparation for Placement and assessment for module, e.g. successful blogging, writing the Report

• Discussion with Placement Tutor

Semester 2:

• Six-week placement - feedback and reflection - completion of diary (blog) and report;

• Group Conference on return to University from Placement and the Career Action Plan.

Research and Discovery

• Students undertake a study testing a hypothesis provided by the teaching team.

• Initially interpreting primary sources that they have been provided with, but then progressing to individual research reports using primary sources (qualitative and quantitative) e.g. press reports, official documents, ephemera, statistical data and artefacts that they must locate themselves in e.g. edited collections, as digital resources or through online museums.

• Precise topics offered each year depend on staffing. Indicative topics would include: the Civil Rights Movement in the USA during the 1950s-70s; Women in Nazi Germany; Twentieth-Century Childhood(1); Victorian Working Women.

Body: Bio-Ethics and Sexual Ethics

This module builds on TRS 4202 Ethics: Theological and Philosophical and treats the controversial issues of bio-ethics and sexual ethics.

• Students will learn how to analyse, critique and debate contemporary questions about life and relationships.

• As well as theoretical approaches, a range of issues will be introduced and discussed, which may include (for example): gender, sexual identity and orientation; the nature of marriage; the role of the Bible in sexual ethics; genetic enhancement (human genetics); GM technologies (food and crops); stem cell research; hybrid embryos; abortion; euthanasia; disability; the significance of the human body after death; personhood; palliative care; plastination.

Modern Philosophy: Mind, Self and World

• The module covers philosophical understandings of and questions about the person, particularly relating to the nature of the mind, self and personal knowledge.

It includes:

• Engagements with these topics in contemporary analytical philosophy, examining philosophical arguments and positions relating to the mind-body problem, the nature of the mind, personal identity and epistemology.

• Alternative approaches to the person from continental and non-western philosophy, including phenomenology, existentialism, poststructuralism and critical theory as well as eastern conceptions of the person.
Year 3

A range of CORE AND OPTIONAL modules will be combined in your final year from the following:

Dissertation
On successful completion of these core modules, students will be able to:
- Demonstrate detailed knowledge of a specific period
- Demonstrate an understanding of the limitations and advantages of the major primary sources and an ability to use those sources to build and support their own arguments
- Demonstrate an understanding of the differing arguments of historians on key themes and a critical awareness of the current nature of historical debate
- Demonstrate the ability to assess the validity of competing explanations for events and actions
- Synthesise, organise and present knowledge and understanding in written form, using the appropriate historical apparatus

Special subject topics vary year on year based on staff expertise and research.
An example of such a topic is set out below, (with appropriate reading set out in Learning Resources), other topics currently available, based on staff research expertise are:
- Representations of the Middles Ages 1750-1900,
- Votes for Women 1866-1919,
- Women in British Society 1500-1700.
- Normally two special subject topics will be run each academic year, e.g. Women in British Society 1500-1700, and Victorian Countryside.

History / Philosophy Dissertation
- Students will define a topic of their choice in consultation with an appointed member of staff; formulate a proposal; conduct a detailed investigation of the topic, under the supervision of the appointed member of staff and complete a critical research report on the topic, appropriately presented and supported by scholarly apparatus.
- The student has an opportunity to develop a specialist study of the works of a particular philosophical thinker or movement in its historical context, a trans-historical study of a social or political concept or institution, or to design a bespoke project that demonstrates clear relevance to the skills or content of the taught courses at Level 5 or 6.

The Future of Philosophy and The Philosophy of the Future
- The module engages with debates in contemporary philosophy, particularly the current status of the discipline and how it might develop in the future.
- The two main areas considered will be metaphilosophical debates relating to the nature, value and status of philosophy and the impact of cultural paradigm shifts on philosophical thought.
- The first area will entail an analysis of dominant philosophical theories and positions, including critical theory (e.g. Adorno), postmodern and poststructural theory (e.g. Baudrillard, Lyotard, Foucault, Derrida, Deleuze) and attempts to reconstruct the philosophical enterprise (e.g. Habermas, Zizek and analytical responses).
- The second area will cover key intersections between philosophy and contemporary society, such as scientific investigation, globalisation and the awareness of diversity, philosophical ideology critique, postmodern society and technological developments, such as the impact of information technology and film on philosophical thought.
- Throughout the module, the interdisciplinary nature and global context of contemporary philosophy will be emphasised and developed.

Great Thinkers 2: Applying Political Ideas
- Students will study theories and philosophies of normally seven thinkers in philosophy, politics, and the social sciences, such as (for example) Plato, Aristotle, Augustine, Machiavelli, Rousseau, Wollstonecraft, and Marx and Engels.
- They will be concentrating primarily on key texts among the thinkers’ works.
- They will be required to compare and contrast the theories and ideas of each thinker in class debates and to apply them to such issues and topics (for example) civic responsibility, power, equality, race and gender and the role of religion and culture in a civic community.

God in a Digital Age
- The first part of the module will present an introductory overview of contemporary philosophical paradigms including: critical theory, postmodernism and postmodernity, considering such topics as: precursors of postmodernism (Kierkegaard, Nietzsche, Heidegger); postmodernism as a new philosophical paradigm (Lyotard, Deleuze, Baudrillard); and postmodernism as the deconstruction of the modern.
- Theological engagements with postmodernism will then be reviewed, including such topics as: theologies of the oppressed; religious pluralism and the rise of fundamentalism; the place of theology in a postmodern age.
- The final part of the module will focus on the way these debates can be related to the topics of God, the body and the city.

History and Philosophy Research Report
- Students will define a topic of their choice in consultation with an appointed member of staff; formulate a proposal; conduct a detailed investigation of the topic under the supervision of the appointed member of staff and complete a critical research report on the topic, appropriately presented and supported by scholarly apparatus.
- The student has an opportunity to develop a specialist study of the works of a particular philosophical writer or movement in its historical context, a trans-historical study of a social or political concept or institution, or to design a bespoke project that demonstrates clear relevance to the skills or content of the taught courses at Level 5 or 6.

Professional Learning through Work
- This module enables students to retain an element of work-based learning in their final year programme, by spending time working with an employer during the year, focussing on completing a specific project for the employer, related to their subject, and reflecting on what they have learned from this experience.
- Students will be expected to negotiate a project with their employer or prior placement provider organisation that meets the needs of both the employer and Leeds Trinity University.
Course Introduction
The History and Politics programme explores contemporary events and their relation to historical precedents and causes. The course examines political processes, philosophical justifications of political systems, and the range of challenges modern politics faces.

The course blends theory and practice, giving you work relevant skills. There are core strands in contemporary world history; global politics; history and media and political theory.

There are opportunities to develop specialist expertise and to develop your understanding of professional policy and practice through professional work placements with local employers and agencies in relevant institutions.

Modules each year pick up from previous work, affirming skills learned and preparing for the skills required in the following year’s study. This helps you develop confidence in enquiry, analysis and presentation. Study skills and research methods are explained and you will build them into the design and execution of your own research projects, which culminates in a major final-year dissertation on a topic of your choice.

Year 1
British Politics
This module surveys the British political system, from the Constitution, the legislature and the cabinet the roles of the media, pressure groups, NGOs, and political parties. We will reflect upon the reasons for reform (past, present, and future) and consider how the British political system compares with systems from other nations.

Professional Development and Placement
• The preparation course will prepare students for writing effective CVs and covering letters and encourage self-reflection through CPD diaries.
• Various academic skills such as referencing, essay-and report writing will also be taught.
• The Personal Development Plan will build on an assessment of strengths and weaknesses and plans for improvement based on the departmental employability criteria.

Year 2
A range of CORE AND OPTIONAL modules will be combined from the following:
Themes in Modern World History
• In this module students are able to demonstrate the ability to discuss historical questions dealing with a range of geographical areas across the nineteenth and twentieth centuries, to critically analyse the nature of key forms of historical argument and debate, especially Western and non-Western views on recent history, to demonstrate a critical use of a range of contemporary evidence including that produced by British and non-British peoples and to synthesis, organise and present key arguments in various written contexts.

Course Benefits:
• Develop your capacity for making sense of key contemporary events in the light of historical causes.
• Develop graduate-level skills through active student-led inquiry.
• Enthusiastic and highly qualified lecturers, who actively pursue research.

Politics and the Media Placement
• In this module you will have the opportunity to explore recent developments in the relation between media and politics. Do media corporations reduce politics to entertainment or are they central to the democratization of politics? Can the media be managed to political advantage? Are new forms of social media changing the way politics works and the way public engage with social issues?

Professional Development and Placement
• This module provides you with a further opportunity to gain relevant work experience, reflect on how your academic modules can be applied in a professional context, and develop your career plans. You can either complete a placement in a six-week block at the end of the year or complete a part-time placement throughout the year.
Year 3

A range of **CORE AND OPTIONAL** modules will be combined in your final year from the following:

**Democracy and Democratisation**
- This module you will explore explores a range of definitions of democracy and the variety of democratic practices: including deliberative democracy; civic republicanism; participatory democracy; mixed constitutions, and communitarianism. You will be encouraged to explore democratization from both Western and non-Western perspectives and to consider the relation between theoretical explanation and specific cultural and historical experiences.

**Politics in Literature and Film**
- This module engages with issues of political behaviour: cultural representations of politics and international relations, evaluating the ways in which competing viewpoints on the motives and causes of political power reflect wider social divisions, particularly in the light of class, gender, and the media.

**History and Media: Reporting Crisis**
- Gain the opportunity to investigate a specific current event and its historical context through contemporary documents by creating history in a live situation, using reportage in newspapers and in other media, including television and webpages. Assess and analyse the selection and use of competing reporting of and commentary on these events by international organisations, reporters and other forms of communication media. Write up a sustained piece of research, including necessary supporting academic apparatus. Enrich your value and application of history skills in a way that will impress a wide range of employers.

**Professional Learning through Work**
- This module enables students to retain an element of work-based learning in their final year programme, by spending time working with an employer during the year, focussing on completing a specific project for the employer, related to their subject, and reflecting on what they have learned from this experience.
- Students will be expected to negotiate a project with their employer or prior placement provider organisation that meets the needs of both the employer and Leeds Trinity University.
Politics and International Relations*

BA Single Honours

Course Introduction

The Politics and International Relations programme explores politics at both a local and global level. It examines political processes, the thought that justifies them, and the various challenges they must confront.

There are core strands in British political processes: globalised/comparative politics and political theory. Options will reflect areas of specialism within the University including politics in literature and film; politics and the media; politics and business, and the relation of politics to religion.

The programme offers a coherent and well-designed structure that provides an insight into the academic study of politics, but with a particular focus on developing your ability to become an active and engaged producer of knowledge, not just a passive receiver of it.

There are opportunities to develop specialist expertise and to develop your understanding of professional policy and practice through placements with local employers and agencies in relevant organisations.

Course Benefits:

- Understand contemporary global and political transformations that are re-shaping the world we live in.
- Professional work placements that will help you explore your future career opportunities.
- The course blends theory and practice, giving you work relevant skills.

Year 1

Professional Development and Placement

- The preparation course will prepare students for writing effective CVs and covering letters and encourage self-reflection through CPD diaries.
- Various academic skills such as referencing, essay-and report writing will also be taught.
- The Personal Development Plan will build on an assessment of strengths and weaknesses and plans for improvement based on the departmental employability criteria.

Critical Thinking Skills

- Criticality combines both critical thinking abilities, as well as reflection, in order to integrate learning from personal experience with an ability to engage in an empathic, ethical and compassionate way with one’s world.

- Content may vary from year to year, but topics may include: The welfare state and well-being; Toxic childhood; Student activism; Business ethics; Capital punishment; Animal ethics; Drugs in sport; Faith schools/universities; Digital media and ethics; Professional ethics in context; Immigration and refugees; Citizenship; The environment.

- The ideas will be presented through short texts or selected passages and students will develop the ability to explain and experiment with ideas, particularly in a verbal form through debate and discussion.

Introduction to International Relations

- In this module you will explore key developments in international relations since 1945. The main post-war theories of international relations will be set in historical content and explored through case studies, covering the distinct roles played by NATO and the major and minor states. The period after the Cold War will be explored through diversifying challenges posed by forces, such as globalisation; migration; human rights and humanitarianism; and a changing balance of power.

Introduction to Political Science

- This module provides you with a range of theoretical and methodological tools for the study and analysis of politics and international relations. The module covers both quantitative and qualitative aspects of political analysis.

British Politics

- This module surveys the British political system, from the Constitution, the legislature and the cabinet the roles of the media, pressure groups, NGOs, and political parties. We will reflect upon the reasons for reform (past, present, and future) and consider how the British political system compares with systems from other nations.

Year 2

Professional Development and Placement

- This module provides you with a further opportunity to gain relevant work experience, reflect on how your academic modules can be applied in a professional context, and develop your career plans. You can either complete a placement in a six-week block at the end of the year or complete a part-time placement throughout the year.

The European Union

- This module explores the history, nature and role of the EU. It reflects upon the ideological justifications for the EU and the counter-arguments of its opponents. It equips you to distinguish between its levels of influence, direct and indirect and to analyse present challenges, such as migration, the politics of unity and division, and popular attitudes to EU policy-making, expansion and integration.

Contemporary Political Theory

- In this module you will engage with justice and the response to injustice. Are justice and injustice concepts that can be simply scaled up (and down) from individual to national and on to international levels? Is responsibility a personal or a corporate quality? Should ‘we’ be held responsible for past injustices? What is ‘our’ responsibility to the ‘developing nations’? The module will be organised around problem-based learning and through case studies concepts of distributive, reparative and punitive justice will be outlined, compared, and contrasted.
Politics and the Media
• In this module you will have the opportunity to explore recent developments in the relation between media and politics. Do media corporations reduce politics to entertainment or are they central to the democratization of politics? Can the media be managed to political advantage? Are new forms of social media changing the way politics works and the way public engage with social issues?

Political Science
• This module examines how social data may be collected, displayed, analysed and explained effectively. It introduces you to the critical interpretation of data and techniques. The module allows you to practice planning a research project: drafting a bibliography, understanding ethical requirements, and project management.

Global Crises
• In this module you will explore how global phenomena, such as conflict, migration, pandemics, ecology, humanitarian aid, and energy supply, are managed across nation states. You will consider case studies of crisis management since the 1990s, how the system of international cooperation has been developed over recent history, and the influence of the media and public opinion.
Year 3

A range of **CORE** AND **OPTIONAL** modules will be combined in your final year from the following:

**History and Media: Reporting Crisis**
- Gain the opportunity to investigate a specific current event and its historical context through contemporary documents by creating history in a live situation, using reportage in newspapers and in other media, including television and webpages. Assess and analyse the selection and use of competing reporting of and commentary on these events by international organisations, reporters and other forms of communication media. Write up a sustained piece of research, including necessary supporting academic apparatus. Enrich your value and application of history skills in a way that will impress a wide range of employers.

**Blasphemy and Freedom of Speech**
- The module is organised around the issues connecting freedom of speech and blasphemy. In recent times public controversy has attended the display of religious symbols; the wearing of the niqab; the response to perceived blasphemy in books and art; and the right to withhold commercial services on religious grounds. This fraught area illustrates a range of possible fault lines in the relation between religion and the state.

**Counter-Terrorism**
- This module takes a historical and comparative view of state responses to various types of terrorism acts from the 1960s to the present day. Students explore what has been expected from and required of state counter-terrorism and how various reforms to the ability and capacity to respond effectively have helped shape the current situation. It also reflects upon the public images of counter-terrorism that have arisen and their influence.

**Politics in Literature and Film**
- This module engages with issues of political behaviour: cultural representations of politics and international relations, evaluating the ways in which competing viewpoints on the motives and causes of political power reflect wider social divisions, particularly in the light of class, gender, and the media.

**Professional Learning through Work**
- This module enables students to retain an element of work-based learning in their final year programme, by spending time working with an employer during the year, focussing on completing a specific project for the employer, related to their subject, and reflecting on what they have learned from this experience.
- Students will be expected to negotiate a project with their employer or prior placement provider organisation that meets the needs of both the employer and Leeds Trinity University.

**Performance, Culture and Communication**
- This module allows students to demonstrate an understanding of the concepts of performance, rhetoric, affect, and communication; to evaluate a range of analytical techniques applied in the interpretation and analysis of political and cultural texts; to apply research tools and theoretical concepts introduced in this module to specific research questions on the form of essays and other written pieces and to communicate and argue effectively in both oral and written forms.

**Democracy and Democratization**
- This module you will explore explores a range of definitions of democracy and the variety of democratic practices: including deliberative democracy; civic republicanism; participatory democracy; mixed constitutions, and communitarianism. You will be encouraged to explore democratization from both Western and non-Western perspectives and to consider the relation between theoretical explanation and specific cultural and historical experiences.

**Professional Research Project**
- For this 8,000-word dissertation you will have the opportunity to explore in-depth a topic of your own choice. You will be supported with taught sessions on research methods and one-to-one tutorials to develop your ideas and manage the project.
“For my professional work placement, I conducted an oral history project in partnership with the Alumni Office to celebrate the University’s 50th anniversary. It was a fascinating project that helped me to develop lots of new skills in an area of history I hadn’t experienced before.”

Tom Macare
BA History
Philosophy, Ethics and Religion
BA Single Honours

Course Introduction
This degree will develop your skills of problem solving, critical and creative thinking and your ability to engage in all three disciplines.

Who am I? How should I live? Is there a God? Is religious belief credible in the 21st Century and why is it still with us? If these questions excite you, our Philosophy, Ethics and Religion degree is right for you.

This programme engages students with the vital and fundamental questions about human existence, values and beliefs that thinkers have asked throughout history and which are made all the more pressing and pertinent by the moral, religious, social and political challenges and crises of the contemporary world. This engagement is enriched in the programme through the dialogues and intersections between philosophy, ethics and a wide range of religions, all of which present a wealth of ideas and positions on these issues. This interdisciplinary context will foster your own development as thinkers, giving you the opportunity to think critically and creatively, making new links and finding new insights while you explore your own interests.

This degree will develop your skills of problem solving, analytical and creative thinking, as well as your ability to engage with philosophical, ethical and religious questions in an independent and sophisticated way. Through its interdisciplinary approach you will learn to engage in deep dialogue as well as the ability to empathise with and respect the views of others. These skills will make you highly desirable for careers where communication, leadership, problem solving and analytical thinking is important, such as management, law, social work and local government.

Year 1

Introduction to the Philosophy of Religion

• The first part of the module will provide an overview of the nature of philosophy of religion and philosophical enquiry and an introduction to key questions in the philosophy of religion such as faith and reason, fideism and evidentialism, knowledge and God.

• This will lead on to consideration of how philosophical ideas have been employed in relation to theology and theological problems.

Topics and authors to be explored may include (for example):
• Arguments for the existence of God
• The soul, life after death, and the mind-body problem
• Religious language - talking about God (Ayer, Wittgenstein, postmodernity)

Introduction to Philosophy: Questions and Concepts

• The module provides an introduction to the history, questions and concepts of philosophy. It includes:
  - The history of western philosophy, from pre-Socratic to modern philosophy, looking at how this history has been formative in shaping philosophical thought and method through the texts and debates of key philosophers and movements.
  - Key questions and problems in contemporary philosophy, combining recent scholarship with the historical material, in order to provide an introduction to such areas as epistemology, logic, philosophy of mind and aesthetics
  - Examination of selected non-western philosophical methods and questions.

Ethics – Philosophical and Theological

• Learners will be introduced to the foundational concepts of ethics as construed in the philosophical sense as well as the theological.

• A range of themes and topics will be explored, with a particular focus upon the differing but interrelated models of morality, for instance, morality as law, as inner conviction, as emotivism, virtue, conscience and faithfulness.

• Other themes which will be explored will include, for example, cultural and subjective relativism, the sources of ethics, including Christian ethics, virtue ethics, conscience, utilitarian and consequentialist interpretations of the good, as well as the role of tradition and the Bible in moral decision making.

• Students will also be given the opportunity to engage with the debate on the specificity of Christian morality, in order to determine what, if anything, is unique about Christian ethics.

• They will also be given the opportunity to reflect on how common worship might shape moral character and assist in the quest to be virtuous.

• The concluding sessions of the module will focus upon the methodologies adopted in African, Hindu, Buddhist and Islamic ethics.

Professional Development and Placement

• The preparation course will prepare students for writing effective CVs and covering letters and encourage self-reflection through CPD diaries.

• Various academic skills such as referencing, essay-and report writing will also be taught.

• The Personal Development Plan will build on an assessment of strengths and weaknesses and plans for improvement based on the departmental employability criteria.

An Introduction to the Hebrew Bible

• Through in-depth study of the Hebrew Bible, this module will introduce students to the disciplines of both Theology and Religious Studies. Historical, literary and theological approaches to the Bible will be introduced.

• Special attention will be given to the religio-cultural contexts from which the Hebrew scriptures emerged and the main communities of interpretation: Judaism and Christianity.

• Muslim appropriation and interpretation of the Hebrew Bible will also be included.

• Key theological themes relevant to Christian theology will be highlighted.

• A range of topics will be introduced and discussed through the study of selected texts. These may include the following:
  - The Bible as library
  - Overview of biblical history
  - Meaning of the terms ‘Hebrew Bible’ and ‘Old Testament’
  - Myth and history in the Bible
  - Historical criticism (documentary hypothesis, form criticism, etc.)
  - Literary genres (history, myth, legend, narrative, poetry, etc.)
  - In-depth studies of selected books, such as Genesis, Deuteronomy, Isaiah, Jonah
Modern Philosophy: Mind, Self and World
The module covers philosophical understandings of and questions about the person, particularly relating to the nature of the mind, self and personal knowledge.

It includes:
• Engagements with these topics in contemporary analytical philosophy, examining philosophical arguments and positions relating to the mind-body problem, the nature of the mind, personal identity and epistemology.
• Alternative approaches to the person from continental and non-western philosophy, including phenomenology, existentialism, poststructuralism and critical theory as well as eastern conceptions of the person.

Body: Bio-Ethics and Sexual Ethics
• This module builds on TRS 4202 Ethics: Theological and Philosophical and treats the controversial issues of bio-ethics and sexual ethics.
• Students will learn how to analyse, critique and debate contemporary questions about life and relationships.
• As well as theoretical approaches, a range of issues will be introduced and discussed, which may include (for example): gender, sexual identity and orientation; the nature of marriage; the role of the Bible in sexual ethics; genetic enhancement (human genetics); GM technologies (food and crops); stem cell research; hybrid embryos; abortion; euthanasia; disability; the significance of the human body after death; personhood; palliative care; plastination.

PDPM Volunteering
A professional development programme comprising:
• Introduction to Professional Development Planning and placements at Level 5
• Workshop sessions including:
• Working in contexts of religious significance and involving application of religious awareness
• Team work
• Assessment centre tasks
• Briefings on EPO procedures skills and preparation for attachment/assessment
• Interview with Placement Tutor
• Placement with suitable organisation(s), normally 60 hrs over an extended period (12-20 weeks)
• Reflection and evaluation of the placement.
“The best thing about my course is my lecturers – they’re intelligent, caring individuals who are there to help me when I need it. The standard of teaching is excellence and they all continuously research their subject, which reassures me that I’m getting my money’s worth.”

Ruth Headlam
BA History
Varieties of Religious Experience

- The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods.
- These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group.
- Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources.
- Guidance on research and writing will be embedded in the learning and teaching process throughout the module.
- A portfolio will be used to collect smaller written assignments throughout the module, which may comprise brief research texts, learning journals, reading summaries, presentation materials, etc.

Introduction to Spanish Language and Hispanic Culture and Society

Expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, student life and employment).

Cultural and Social topics:

- Latin America: Postcolonial reality, Ancient Civilizations, modern Latin America, Art and Literature, Popular Culture.

Rites, Rituals and Religious Quests

This module will explore the varieties of ways in which participants engage in religious traditions (mainly Christian, Hindu, Jewish and Muslim).

Students will explore the following key themes (indicative examples are added below, but students may identify and select appropriate examples of their own):

- Rites of passage - e.g. initiation, marriage, burial
- Pilgrimage and sacred sites - e.g. Makkah, Lourdes, sacred springs and mountains
- Prayer and worship - e.g. Eucharist, mantra, liturgy, music and art
- Mysticism - e.g. Christian, Sufi, meditation

Religious traditions will be opened by exploring the living forms of various religions through investigation of collective religious behaviours, such as prayer and pilgrimage, and can include different mystical and shamanistic traditions.

Moral Theology and Catholic Social Teaching

This module introduces students to key themes in contemporary Catholic moral theology and Catholic social teaching.

Building on the content and skills developed in TRS 4202, students will now focus on ethical themes specific to Catholic Theology.

In particular, content will include:

- The role of conscience in Catholic moral theology;
- Key themes in Catholic social teaching: the dignity of the human person, subsidiarity, solidarity and the common good;
- The role of scripture in the Catholic moral tradition;
- The development of Catholic social teaching;
- Application of the Church’s teaching will be discussed in relation to some of the following areas: humanity’s role within creation; the ecological crisis; political life and work; family life; business, economics and the universal destination of goods; and rights and duties.

Reading the New Testament

A critical study of the New Testament using both biblical studies and theological approaches. Through the lens of the biblical writings, this module gives a window into the first few generations of Christianity and provides knowledge and understanding of key sources of theological study.

The module is rooted in weekly study of biblical texts and supported by critical engagement with them. Through close attention to the work of selected New Testament authors, major theological themes will be introduced.

The following topics will be included:

- Overview of the New Testament writings, their origins in the early church and their unity and diversity
- New Testament background in Roman Palestine and Ancient Western Asia
- Scholarly approaches to the study of the New Testament (e.g. historical criticism, narrative criticism, socio-political criticism)
- The person and work of Jesus Christ in a selected gospel
- The nature and faith of the New Testament church(es), their history and spread, with reference to at least one non-gospel writing
- The relationship of the early Christians with the Jewish community and the use of Old Testament in the New

- Selected theological themes in the New Testament, such as reconciliation, the resurrection of the dead, the kingdom of God, the Holy Spirit, messianic expectation, discipleship, sacrifice, mission

Religions, Justice and Peacemaking

- This module will focuses on the role played by religious resources, religious movements and religiously inspired individuals in initiatives for justice and peace.
- As well as peace movements and initiatives, the module also critically examines the religious dimensions of recent conflict situations.
- It interacts with the disciplines of peace studies and international affairs. Several different religious traditions will be included.

The module will include case studies of recent conflict situations. These may include:

- Irish Troubles; Apartheid South Africa; Martin Luther King and the Civil Rights Movement; Israel-Palestine; Iraq War; War on Terror; Korean Peninsula; Oscar Romero and El Salvador.

Other indicative topics are:

- Engaged Buddhism; Do religions cause war?; History of pacifism; Truth and reconciliation; Nobel peace prize; Just War; Just Peace; Jihad; Gandhi’s non-violent method.
“The best thing about my course is the small class sizes. It means that lecturers can actually get to know each individual student properly and the student gets to know their lecturer. This creates trust, I really value when it comes to learning.”

Niall Ramsey
BA Religious Studies
Year 3

A range of **CORE** and **OPTIONAL** modules will be combined in your final year from the following:

**Social Ethics**

This module deals with questions of morality and justice in corporate and social settings such as business, international affairs, society and environment.

As well as theoretical approaches, a range of issues in social ethics will be introduced and discussed, which may include (for example):

- the relationship between morality and law; the ethics of sportsmanship; Business ethics and moral virtues; Media and morality; The rights of animals; Animal experimentation; The right to private property; The punishment of criminals; Peace, violence and war;
- Truth telling in cases of moral dilemma; Organ transplantation; Hypnosis and general anaesthesia; Environmental ethics; Eco-feminism; Feminist responses to social justice issues; Catholic Social Teaching.

**The Future of Philosophy and The Philosophy of the Future**

- The module engages with debates in contemporary philosophy, particularly the current status of the discipline and how it might develop in the future.
- The two main areas considered will be metaphilosophical debates relating to the nature, value and status of philosophy and the impact of cultural paradigm shifts on philosophical thought.
- The first area will entail an analysis of dominant philosophical theories and positions, including critical theory (e.g. Adorno), postmodern and poststructural theory (e.g. Baudrillard, Lyotard, Foucault, Derrida, Deleuze) and attempts to reconstruct the philosophical enterprise (e.g Habermas, Zizek and analytical responses).
- The second area will cover key intersections between philosophy and contemporary society, such as scientific investigation, globalisation and the awareness of diversity, philosophical ideology critique, postmodern society and technological developments, such as the impact of information technology and film on philosophical thought.
- Throughout the module, the interdisciplinary nature and global context of contemporary philosophy will be emphasised and developed.

**Disseration in Philosophy, Ethics and Religion**

- Students will define a topic of their choice, in consultation with an appointed member of the TRS teaching staff; formulate a proposal; conduct a detailed investigation of the topic, under the supervision of the appointed member of staff; and complete a critical essay on the topic, appropriately presented and supported by scholarly apparatus.
- Students will also be introduced to questions in research ethics appropriate to their topic.
- Where possible, learning will be supplemented with site visits.
- Research methods that aid fieldwork will also be considered where appropriate and, whenever possible, put into practice.

**Great Thinkers 2: Applying Political Ideas**

- Students will study theories and philosophies of normally seven thinkers in philosophy, politics, and the social sciences, such as (for example) Plato, Aristotle, Augustine, Machiavelli, Rousseau, Wollstonecraft, and Marx and Engels.
- They will be concentrating primarily on key texts among the thinkers’ works.
- They will be required to compare and contrast the theories and ideas of each thinker in class debates and to apply them to such issues and topics (for example) civic responsibility, power, equality, race and gender and the role of religion and culture in a civic community.

**The Church in the World**

- A critical examination of the nature of Christianity as a world religion and the church’s engagement with political and social issues from New Testament times to the present in different geo-political regions.
- This module studies the interaction of Christianity with states, governments and in civil society through global bodies, local churches and active individuals.
- It analyses biblical and theological justification for such engagement and relevant debates in the Bible, the Church Fathers, medieval and modern theologians.
- The module combines historical and systematic approaches, making links with political philosophy and drawing attention to the importance of context for theology.
- It will touch on key themes, such as justice and peace, civil obedience and law, divine right, the separation of church and state.

**Professional Learning through Work**

- This module enables students to retain an element of work-based learning in their final year programme, by spending time working with an employer during the year, focusing on completing a specific project for the employer, related to their subject, and reflecting on what they have learned from this experience.
- Students will be expected to negotiate a project with their employer or prior placement provider organisation that meets the needs of both the employer and Leeds Trinity University.
Biblical Themes: Covenant and Prophecy

This module will introduce students to the key themes of covenant and prophecy in the Catholic Bible, and to the importance of these themes in Catholic Theology.

Students will learn about the importance of covenant in biblical literature, and will learn about the underlying themes of prophecy in a number of prophetical books.

They will develop an understanding of literary genre and the importance of context and culture to biblical texts.

In particular core content will include:

• The study of at least one book from the Torah, and at least one Prophetic book, from the OT, and at least one Gospel and one Epistle, from the NT.
• Engagement with the themes of covenant and prophecy in contemporary Catholic Theology.
• Building on the knowledge and understanding from TRS 5452 Ecclesiology and Liturgy to underpin the importance of Scripture and Tradition in Catholic theology.

Theological Themes: Creation and Grace

This module will introduce students to the doctrines of creation, grace, and eschatology, and their place within the Catholic theological tradition.

Students will take a historical approach to these doctrines, studying key texts within their historical and ecclesial contexts.

Catholic teaching on the role of Mary the Mother of God will also be examined.

• Core content will include:
  • The Catholic doctrine of grace, both historically and in contemporary Catholic theology;
  • The role of Mary in Catholic Theology;
  • Creation;
  • Christian hope and eschatology.

Religions, Cultures and Complexities

This module builds upon the content of previous modules, focussing in further detail on the nuanced complexities of thought, practice and inter-religious relationships between major religious traditions.

• Particular attention is paid to the academic study of the relationship of religious belief and practice to the various socio-political contexts in the modern world, and the way internal variations in religious customs inform the landscape of the 21st century.
• Critical analysis is paid to the interaction between ethical and moral systems in each of these religions, as they relate to society at large, as well as the challenges of spiritual identity in a multi-faith world.
Theology and Religious Studies
BA Single Honours

Course Introduction
What is religion and why does it matter? Who is Jesus? Who are the prophets and the sages? What is pilgrimage in different religions?

Our Theology and Religious Studies programme will enable you to challenge your knowledge of religion, spirituality and theology and develop an understanding of their relevance to modern society and the way we live.

You will have the opportunity to study the history, texts and practices of the world’s religions, examining them cross-culturally and in local contexts. You will understand the varied expressions of religious traditions, including diverse Christian communities in different continents today, and contemporary inter-faith dialogue and peace-making as well as develop the skills to engage with issues in the complex religious environment of plural society. You will delve into the origins of traditional teachings of different religions and investigate religious and theological controversies.

In classes you will be able to discuss topics with your lecturers, who are internationally active researchers, and debate respectfully with your peers. At the same time, you will be challenged to listen and learn to appreciate the sensitivity of religious issues.

Employability skills are embedded in our teaching and in professional work placements. These will help you to explore your future career opportunities in teaching, the civil service, development agencies, ministry and various other professions.

Year 1

Ethics – Philosophical and Theological
• Learners will be introduced to the foundational concepts of ethics as construed in the philosophical sense as well as the theological.
• A range of themes and topics will be explored, with a particular focus upon the differing but interrelated models of morality, for instance, morality as law, as inner conviction, as emotivism, virtue, conscience and faithfulness.
• Other themes which will be explored will include, for example, cultural and subjective relativism, the sources of ethics, including Christian ethics, virtue ethics, conscience, utilitarian and consequentialist interpretations of the good, as well as the role of tradition and the Bible in moral decision making.

Theology and Religious Studies, BA Single Honours
UCAS: V620
UCAS typical offer: 104
Length: Three years
Course Mode: Full-time

• Students will also be given the opportunity to engage with the debate on the specificity of Christian morality, in order to determine what, if anything, is unique about Christian ethics.
• They will also be given the opportunity to reflect on how common worship might shape moral character and assist in the quest to be virtuous.
• The concluding sessions of the module will focus upon the methodologies adopted in African, Hindu, Buddhist and Islamic ethics.

Professional Development and Placement
• The preparation course will prepare students for writing effective CVs and covering letters and encourage self-reflection through CPD diaries.
• Various academic skills such as referencing, essay-and report writing will also be taught.
• The Personal Development Plan will build on an assessment of strengths and weaknesses and plans for improvement based on the departmental employability criteria.

Theology in Contexts: Church History
• The module explores the interaction between theology and its context, particularly in the West but also by examining Christian theology in a global context.
• It will provide a broad survey of Christian history, churches and movements, from its inception up to about 1600. This will be accompanied by an in-depth study of theologically significant events and developments.
• Timelines and maps will be used to show the sweep of church history and missionary movements.
• A selection of key episodes and theological debates will be studied with particular attention will be given to analysis and evaluation of sources, including biblical and other primary sources in translation, and representative theologians.

The following topics will be covered:
• The emergence of Christian theology in the New Testament
• The Council of Jerusalem (Acts 15) and the pattern of Ecumenical Church Councils
• Orthodox doctrines as opposed to heresies, such as Arianism, Monophysitism, Patripassianism, Donatism, Iconoclasm, Montanism, etc.
• Monasticism
• The divergence of Eastern and Western Christianity
• Evangelisation, mission and the reception of the gospel in selected contexts (including England)
• The medieval Catholic Church and Scholasticism
• The European Reformation (Protestant and Catholic)
Other topics may also be included.

An Introduction to the Hebrew Bible
• Through in-depth study of the Hebrew Bible, this module will introduce students to the disciplines of both Theology and Religious Studies. Historical, literary and theological approaches to the Bible will be introduced.
• Special attention will be given to the religio-cultural contexts from which the Hebrew scriptures emerged and the main communities of interpretation: Judaism and Christianity.
• Muslim appropriation and interpretation of the Hebrew Bible will also be included.
• Key theological themes relevant to Christian theology will be highlighted.
• A range of topics will be introduced and discussed through the study of selected texts. These may include the following:
  • The Bible as library
  • Overview of biblical history
  • Meaning of the terms ‘Hebrew Bible’ and ‘Old Testament’
  • Myth and history in the Bible
  • Historical criticism (documentary hypothesis, form criticism, etc.)
  • Literary genres (history, myth, legend, narrative, poetry, etc.)
  • In-depth studies of selected books, such as Genesis, Deuteronomy, Isaiah, Jonah
  • The nature of prophecy in the Hebrew Bible

The nature of prophecy in the Hebrew Bible

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*Subject to validation.
Course Benefits:
• Develop a deeper understanding of the nature of religion and of ethical, philosophical and religious ideas.
• Gain knowledge of the texts, beliefs and practices of a variety of religions.
• Develop a sought-after sensitivity to religious issues and communities.
• Receive quality subject teaching and specific preparation for employment.

World Religions: Texts and Traditions
• This module explores major world religions through primarily textual and historical analysis, examining the principal texts of the various traditions, and identifying how these texts have informed the historical development and spread of these religious traditions.
• Specific attention is paid to the variations within traditions and the differing manners in which key texts and tenets have come to be interpreted differently by various groups. The module will also include an examination of the categorisation of ‘world religions’.

Method and Theory in the Study of Religion
• This module will introduce students to the methods and theories utilised in religious studies, and to the application of these to specific issues in the subject.
• The first part of the module provides an overview of the different approaches to religion and the theoretical tools for interpreting and understanding the category.
• Themes covered in this semester include the sociology and psychology of religion, the nature of comparative religion, philosophy and phenomenology of religion, and connected approaches.
• The module’s second part consists of an exploration of how these approaches have been utilised in relation to key issues in religious studies, including postcolonial critiques, secularisation, gender, new religious movements, and other related issues.

Year 2

Christology
• This module introduces the doctrines about Jesus Christ developed by the church in the first five centuries, and discussion of their visual representation.

Reading the New Testament
• A critical study of the New Testament using both biblical studies and theological approaches. Through the lens of the biblical writings, this module gives a window into the first few generations of Christianity and provides knowledge and understanding of key sources of theological study.
• The module is rooted in weekly study of biblical texts and supported by critical engagement with them. Through close attention to the work of selected New Testament authors, major theological themes will be introduced.

Rites, Rituals and Religious Quests
This module will explore of the varieties of ways in which participants engage in religious traditions (mainly Christian, Hindu, Jewish and Muslim).
Students will explore the following key themes (indicative examples are added below, but students may identify and select appropriate examples of their own):
• Rites of passage – e.g. initiation, marriage, burial
• Pilgrimage and sacred sites – e.g. Makkah, Lourdes, sacred springs and mountains
• Prayer and worship – e.g. Eucharist, mantra, liturgy, music and art
• Mysticism – e.g. Christian, Sufi, meditation
• Religious traditions will be opened by exploring the living forms of various religions through investigation of collective religious behaviours, such as prayer and pilgrimage, and can include different mystical and shamanistic traditions.

Professional Development and Placement
Semester 1:
Professional development and preparation for placement - a programme comprising of:
• Introduction to Professional Development Planning and Placements at Level 5 Workshop sessions including:
• Careers in Heritage and Museums, Archives and Libraries, Education, commercial enterprise
• Applying for employment and post-graduate courses
• Team work; assessment centre tasks
• Briefings on Careers and Employability Placement procedure, skills and preparation for Placement and assessment for module, e.g. successful blogging, writing the Report
• Discussion with Placement Tutor
Semester 2:
• Six-week placement – feedback and reflection - completion of diary (blog) and report;
• Group Conference on return to University from Placement and the Career Action Plan.
Religions, Justice and Peacemaking

- This module will focus on the role played by religious resources, religious movements and religiously inspired individuals in initiatives for justice and peace.
- As well as peace movements and initiatives, the module also critically examines the religious dimensions of recent conflict situations.
- It interacts with the disciplines of peace studies and international affairs. Several different religious traditions will be included.

The module will include case studies of recent conflict situations. These may include:
- Irish Troubles; Apartheid South Africa; Martin Luther King and the Civil Rights Movement; Israel-Palestine; Iraq War; War on Terror; Korean Peninsula; Oscar Romero and El Salvador;

Other indicative topics are:
- Engaged Buddhism; Do religions cause war?; History of pacifism; Truth and reconciliation; Nobel peace prize; Just War; Just Peace; Jihad; Gandhi’s non-violent method.

Sociology and Anthropology of Religion

- The module will cover key sociological and anthropological studies, methods and critiques as applied to the study of religions.
- Themes will include the relationship of religion/spirituality with culture and the challenges to anthropological definitions of religion/culture from religious studies, sociology, post-modern and post-colonial cultural studies.
- Sociological topics include the relationship of secularisation, nationalism, globalisation and development to religion, as well as transnational forms of religion and religious revivals.
- Anthropological topics may include kinship, ethnicity, personhood and power, as well as methodological issues such as cultural translation, positionality and research ethics.
- Additionally, there is a practical element to this module.
- Students will have the chance to assess and design methodological tools, such as questionnaires.

Year 3

A range of CORE AND OPTIONAL modules will be combined in your final year from the following:

Professional Learning through Work

- This module enables students to retain an element of work-based learning in their final year programme, by spending time working with an employer during the year, focussing on completing a specific project for the employer, related to their subject, and reflecting on what they have learned from this experience.
- Students will be expected to negotiate a project with their employer or prior placement provider organisation that meets the needs of both the employer and Leeds Trinity University.

Religion Dissertation

Students will:
- Define a topic of their choice, in consultation with an appointed member of the TRS teaching staff;
- Formulate a proposal;
- Conduct a detailed investigation of the topic, under the supervision of the appointed member of staff;
- Complete a critical essay on the topic, appropriately presented and supported by scholarly apparatus.
- Students will be introduced to a range of research methods, including fieldwork, and to questions in research ethics appropriate to their topic.

The Church in the World

- A critical examination of the nature of Christianity as a world religion and the church’s engagement with political and social issues from New Testament times to the present in different geo-political regions.
- This module studies the interaction of Christianity with states, governments and in civil society through global bodies, local churches and active individuals.
- It analyses biblical and theological justification for such engagement and relevant debates in the Bible, the Church Fathers, medieval and modern theologians.
- The module combines historical and systematic approaches, making links with political philosophy and drawing attention to the importance of context for theology.
- It will touch on key themes, such as justice and peace, civil obedience and law, divine right, the separation of church and state.

Lord, Apostle and the Beloved Disciple

- The Christian Church’s understanding of the Lord Jesus Christ is revealed partly through the writings of the Apostle Paul, and the ‘Beloved Disciple’, understood to be John. This module pulls together Pauline and Johannine teaching on Jesus.

The following topics will be covered:
- The Gospel of John; the letters of John
- Paul’s letter to the Romans and other Pauline texts
- Religious groupings in Israel 28-70 AD; the Council of Jerusalem
- The social context of the early Christians;
- Issues of leadership, organization and order in the early church
- The beginnings of the practice and doctrine of baptism and Eucharist
- The life and witness of Paul especially the concept of justification by faith
- The contribution made by Johannine literature to an understanding of the first few generations of Christians.
- Biblical passages will be studied in translation but some insights into the original Greek may be included.

Religions, Cultures and Complexities

- This module builds upon the content of previous modules, focussing in further detail on the nuanced complexities of thought, practice and inter-religious relationships between major religious traditions.
- Particular attention is paid to the academic study of the relationship of religious belief and practice to the various socio-political contexts in the modern world, and the way internal variations in religious customs inform the landscape of the 21st century.
- Critical analysis is paid to the interaction between ethical and moral systems in each of these religions, as they relate to society at large, as well as the challenges of spiritual identity in a multi-faith world.

Religions in Leeds Bradford

- This module will be based around site visits to local religions in Leeds and Bradford.
- Class time will focus on methodological approaches to researching religions on location, theories of religion, culture and geography, and the local religious traditions and their backgrounds, including origins, ethnicity and links with global communities.
“The best thing about Leeds Trinity is its size - you feel like a valued individual in a community, rather than a number on a spreadsheet at another university.”

Alex Davey
BA Philosophy, Ethics and Religion
90% of our students felt their career prospects had improved due to their professional work placement

(Placement Survey 2015)
Developing highly employable graduates

All of our degree programmes offer a blend of employability skills, professional placements, extra-curricular activities and one-to-one support. We call this our “employability” formula - a special blend of support and guidance that gives our graduates a head start in getting a job.

Guaranteed Work Placements
You will undertake two 20-credit Professional Development and Placement modules, which include five/six-week professional work placements in the summer term of Year 1 and the spring term of Year 2.

You will have the opportunity to gain work experience in a sector relevant to your degree programme.

Before your work placements start you are fully prepared and briefed. Afterwards, you are encouraged to reflect on the experience. Our professional work placements are a pivotal part of your degree programme and, along with networking and equivalence arrangements, will invariably help you to find your first job after graduation.

Professional learning through Work
A further option is the Professional Learning through Work module, which will involve the negotiation of a special project with an employing organisation and approved by academic staff at Leeds Trinity. These module options are designed to enhance and develop a network of industry contacts, which will help you access your chosen career networks.

You will be offered opportunities to develop professional skills and links with employers throughout your degree through participation in our on-campus Local Business Network, as well as access to extensive Business Networks made available through corporate membership of the IOD (Institute of Directors) and Leeds Chamber of Commerce. You are also encouraged to build on the contacts made during your work placements.

You will have the opportunity throughout your course to engage in extra-curricular activities and volunteering, all of which provide the chance to build up your skills, CV and portfolio in preparation for competing in the jobs marketplace.

TWO

Guaranteed Professional Work Placements for all students in years one and two
Outstanding student experience

Inspirational teaching in the classrooms and excellent facilities across the campus.

Library and Study Facilities
Our Library can be found in the Andrew Kean Learning Centre. It has a great range of study facilities, extensive print and digital collections and an excellent reputation for helping and supporting our students.

You’ll have access to over 500,000 electronic books and 100,000 print volumes to help with your studies. We have also heavily invested to give you access to excellent journal services. Our Discovery Service provides an easy one-stop shop to thousands of articles.

The Learning Centre is equipped with over 250 computers. You will benefit from a range of different learning environments and the latest equipment. From individual to two-person study carrels to group study rooms equipped with smartboards, PCs and media playback facilities to silent study rooms and a 24-hour IT room, you really will have everything covered!

If you have any questions, our qualified Liaison Librarians will be more than happy to help!

Trinity Enterprise Centre
If you’ve aspirations of starting your own business or working for yourself, or have a business idea that you’d like to set up, our Enterprise Centre can support you and to develop your business. They can provide information on the following:

• Information about business start-up and working freelance
• Space to work on your business with access to IT facilities, specialist software and resources
• Meeting rooms
• Experienced business mentors for specialist support workshops
• Opportunities to network
• Information about ways to fund a new business

If you would like more information email enterprise@leedstrinity.ac.uk

Learning Hub
The Learning Hub team offer friendly and personalised support to help develop your academic skills. They will provide tailored support and advice to help you achieve your potential. If you need help with any of the following, be sure to give them a visit.

• Essay Writing
• Time Management
• Revision Strategies
• Critical Thinking and Reading
• Presentation Skills

Peer Learning Mentors
Peer Learning Mentors are Year 2, 3, postgraduate and PhD students who provide academic support to all students across the University. PLMs host weekly drop-in sessions to assist with your study questions and support. They also provide an online service, so visit leedstrinity.ac.uk/thelarninghub

IT Services
We’re continually developing our extensive IT service to ensure you get the most from Leeds Trinity. Our approachable and experienced IT team provide help and resources to support you. You will have access to Laptop Clinics, which offer you free advisory sessions, free Office 365 downloads across devices, to topping up your print credits and purchasing USB sticks.

Online Services
Our Intranet provides a convenient gateway into all of our online services. This includes the Virtual Learning Environment (VLE), Moodle, the Library’s website; course timetable information; and e:Vision, the student information portal. You can access all these online services from off campus using our RemoteAccess service available 24/7, 365 days a year.

“Having access to the Enterprise Centre has given me the opportunity and encouragement to pursue my own business.”

Heather Whiston
Film and Television
Catch up with friends in the campus social spaces

Business idea? Use the free facilities and support at the Trinity Enterprise Centre

We have extensive library collections to specifically support your course.

The Learning Hub will help develop the skills you need to succeed in your studies.
Teaching and assessment

Learning and Teaching Methods
At Leeds Trinity, we aim to provide an excellent student experience and a personal approach to helping students achieve their academic and professional potential. We have a strong tradition of supporting student employability, with relevant skills embedded in the curriculum and professional work placements included in all our undergraduate programmes.

Strategic learning themes
The key themes of our strategy are student confidence, professionalism and social responsibility. To help students achieve their potential we emphasise learning as a collaborative process, with a range of student-led and directed activities. This approach ensures that students fully engage in shaping their own learning, developing their critical thinking and reflective skills so that they can identify their own strengths and weaknesses, and use the extensive learning support system we offer to shape their own development.

Student-centred learning
The learning and teaching on our courses is delivered through a range of student-centred approaches which involve problem-based learning, plenty of group work and case study applications. The international work environment demands strong team working ability and collaboration and the everyday learning experience steadily builds up students’ confidence and skills. We make extensive use of Moodle, Leeds Trinity’s Virtual Learning Environment (VLE), to support class sessions, and of e-resources to enable 24/7 access to learning materials both on and off campus.

Assessment
The modules on these programmes will be delivered by means of formal lectures, group workshops, seminars and blended self-study learning. Access to electronic resources including core e-texts will be made available for most of the modules.

A variety of assessment methods are used, matched to the learning outcomes for the programme, to enable students to demonstrate the full range of knowledge and skills that they have developed.

International Study
There are opportunities to study abroad with our partner universities in places such as Spain, France, Turkey, USA, Germany, Australia, Canada, Holland, Ireland and Italy.

This experience is especially encouraged in the second year of your degree when the course is designed to cover all core material in the first semester leaving you free to study your university credits elsewhere in the world. There is Erasmus funding available to assist you with your costs while abroad and often the study programme is delivered in English.

Research Project
In the final year, students conduct a research project or professional learning through work project in which they explore in greater depth a topic of personal academic interest.

Furthermore, across all modules in the final year greater student choice is built into the programme allowing you to develop your own area or region of expertise.
The best thing about my course is the complete dedication and enthusiasm of my lecturers. They genuinely want the best for each of their students and will always go the extra mile to support us.”

Robert Prothero
Living and studying in a great university city

We guarantee a room in our halls on campus to all new students, with the majority of our first year students choosing to live on campus. This means that you’ll have a friendly, supportive and secure environment to live in, managed by people who have your best interests at heart.

We have over 800 bedrooms on campus, ranging from self-catered en-suite rooms in a shared flat to part-catered accommodation with shared bathrooms. New halls include All Saints Court and Fountains Court - seven storey halls with over 400 beds between the two buildings, they are at the heart of the campus and very close to your lectures and all facilities.

Our accommodation contracts are for an academic year and the price includes heating, electricity and regular cleaning, as well as personal possessions insurance, and free Wi-Fi access.

Our Resident Mentors (experienced and trained students who live in halls of residence) work hard to ensure you settle into your new surroundings quickly.

Based just six miles from Leeds city centre surrounded by acres of beautiful greenery

Make new friends

Fully furnished kitchens
With nearly 100,000 students from three universities, an international reputation for learning and thousands of graduate jobs every year, Leeds is the perfect city to start your journey towards a dream career.

**Geared for Graduates**
Leeds is home to some big employers, with many national and international companies opening new offices here. Our broad economy means there’s jobs for every type of sector, from finance and health to the creative industries. It’s also geared for graduates, with plenty of companies offering graduate schemes and part-time work to fit around your studies.

**Everyone’s Favourite Night Out**
In Leeds, we’re lucky to have some of the best nightlife in the North. From specialist whisky bars and late night bowling alleys to craft ale, cocktails and club nights featuring everything from grime to rockabilly, you won’t be short of places to have a good time. Plus, many of them have student nights out.

**Live Music without Limits**
Leeds is known for its legendary live music scene. The renowned club night Back to Basics started here, and the incredible Leeds Festival is still going strong. Experience hidden gems and big names, whether that’s in an intimate blues bar or the phenomenal Leeds Arena.

We guarantee accommodation on campus for all first year students visit leedstrinity.ac.uk/accommodation
Studying Abroad

Studying Abroad is a fantastic opportunity. Not only will you broaden your horizons, experience a new culture but you’ll also make yourself more employable.

We actively encourage you to spend time studying abroad. You’ll get the chance to make new friends, develop new skills and have life-changing experiences. You will gain more experience and maturity that prospective employers will find attractive, and the potential to learn or improve a foreign language.

Leeds Trinity University is part of the Erasmus+ Programme which enables you to experience studying and working in other institutions within Europe. We currently have partners in Australia, Canada, the USA, France, Germany, Holland, Ireland, Italy, Spain and Turkey.

“Studying abroad has given me a broader outlook on life having had such an amazing opportunity to live and study in Fremantle, Australia.”

Nieve Boyd

“After studying abroad in Madrid I feel much more confident in myself and my abilities.”

Hannah Bamforth

Broaden your horizons and make yourself more employable. Find out more at leedstrinity.ac.uk/studyabroad
Our offer

We are committed to nurturing and supporting you throughout your Leeds Trinity journey - from the moment you apply for your place, until long after you graduate. We understand that no two students are the same, so we welcome students with a range of qualifications and will personalise our offer to you.

Leeds Trinity’s entry requirements are listed with each course as a UCAS tariff score, although some of our courses may make grade-based offers.

We will give special consideration to applicants where academic achievement has been gained in difficult personal or educational circumstances, including: applicants who are first generation entrants to higher education, applicants who have been in care in the last three years, applicants who have care responsibilities, applicants who are members of the traveller community and applicants with refugee status.

We recognise that you may have previous experience or qualifications which make you suitable for entry onto a course, or exemption from modules or part of a course. This means that you could gain credit for prior learning, enabling you to gain entry onto a course, or enter at a different level.

We treat every one of our applicants as an individual; in making our decision, we will review your personal statement, references, predicted grades, career ambitions as well as your existing skills and broader experiences.
Personal careers support

Our team of advisers, industry specialists and business experts are here to help you make the most of the careers and employment opportunities we offer, from volunteering and professional work placements to CV workshops and employer events.

All the help you need
Your university course is the first step towards a career you love, and we want to make sure the journey is as rewarding and exciting as possible.

At the Careers Centre, you can gain advice and information from our team on:
- The careers open to you, and how you can get there
- Developing an impressive CV
- Writing applications and preparing for interviews
- Finding a job during your studies, holidays or after graduation
- Starting your own business with our Trinity Enterprise Centre
- Workshops, presentations and events on every element of employment

Personal Careers Support
Everyone’s path to their perfect career is different. That’s why we offer support in a variety of ways, including one-to-one chats with careers advisers, drop-in sessions, open access to our information room and tailored sessions for international students.

Call into our Careers Centre and help yourself to our range of resources. We’ve also got lots of information online, so you really can get advice whenever you need it.

Download example CVs, read about practice interviews and learn about developing your online presence. You can also connect on social media to find the latest news via Twitter and Facebook.

Industry Partnerships
We work in close partnership with hundreds of businesses across all sectors to support your chosen career path with relevant professional contacts and valuable references.

These include the BBC, Sky News and ASDA as well as hundreds of local businesses, public sector and third sector organisations who are all keen to work with students on exciting projects, research and events.

All our degree courses include at least one six-week professional work placement in your first two years of study. During the placement, you will work as a full-time employee which will develop your professional skills and knowledge, giving you fantastic degree relevant experience and will help you to make useful contacts for your future career.

Our placements often lead to further part-time work, volunteering opportunities, graduate internships or graduate jobs.

Volunteering
Volunteering can also be an accredited module towards your degree as an alternative to a professional placement on some courses. Volunteering could include supporting adults, mentoring school children and delivering sports sessions.

“At Leeds Trinity you get more than a degree, as you make friends for life as well as great professional relationships with staff who can help you throughout your career. Best of all, you get professional work placements, which prepare you for the world of work.”

Jack Josling

Find out more about student and graduate successes leedstrinity.ac.uk/placements
Our Alumni Community

Study at Leeds Trinity and get lifetime membership to a community of talented and successful graduates.

You’re part of the community at Leeds Trinity University from the moment you step through the doors, to long after you graduate. Our alumni network is the next step after you graduate: a club full of passionate people who’ve called Leeds Trinity their home and go on to do amazing things.

We’ll continue to support you after graduating as a member of our alumni community. You’ll get to stay in touch with fellow alumni, as well as benefit from discounts and opportunities we’ve created just for you.

“ The course, people that I met and lecturers that I encountered really broadened my horizons and have certainly contributed to my career success.”

Sarah Fussey
Director of Marketing and Ecommerce, Best Western Hotels

“ I’ve gained so much experience at Leeds Trinity - through work placements and the knowledge staff have taught me.”

Chris Fahy
Royal Television Society Award Winner

95% of graduates are in work six months after graduation

(HESA DLHE 2014)
If it wasn’t for the amazing tutors who helped me, day in and day out, to make me achieve the best I could - my journey would have been a hundred times harder.

Harpreet Kaur
BBC Asian Network Presenter
Keeping in touch

We hope this covers the majority of your questions. However, if we've missed something, please do get in touch.

If you have any general queries about Leeds Trinity, you can get in touch by emailing enquiries@leedstrinity.ac.uk or call 0113 283 7150.

You can also keep in touch with us by connecting with us on Twitter or following us on the Leeds Trinity Facebook page @LeedsTrinity

Information correct at time of printing, June 2016.

The information in this publication can be supplied in alternative formats. Please call 0113 283 7150 or email enquiries@leedstrinity.ac.uk