

UNIVERSITY OF KENT AT CANTERBURY
SCHOOL OF EUROPEAN CULTURE AND LANGUAGES

RELIGIOUS STUDIES

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that students might reasonably be expected to achieve and demonstrate if they pass the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be in the programme handbook. The accuracy of the information provided in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA Degree (Hons) in Religious Studies

(Joint Honours)

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent at Canterbury
3. Teaching site	Canterbury Campus
4. Programme accredited by	N/A
5. Final Award	BA (Hons)
6. Programme	Religious Studies Joint Honours
7. UCAS code (or other code)	Religious Studies and Classical & Archaeological Studies: Comparative Literary Studies: Drama: English & American Literature: QV36 History: VV61 Philosophy: VV56 Social Anthropology: Spanish: RV46
8. Relevant QAA subject benchmarking groups	Theology and Religious Studies
9. Date of production/revision	June 2002
10. Applicable cohort/s	2002 entry onwards

11. Educational Aims of the Programme

1. The programme aims to increase students' *knowledge* of the variety of religious ideas and institutions as these are manifested in a diversity of cultural settings, especially though by no means exclusively those of Europe both past and present;

2. The programme encourages students to undertake informed and impartial *exploration* and discussion of religious ideas and institutions, on the one hand as they are accessible through texts and historical data and on the other as they are directly observable within the contemporary world;
3. The programme enables students to develop critical *understanding* of and sympathetic insight into the diversity of religious life, both as it has shaped and as it has been shaped by other factors within culture and history.
4. The programme helps students to develop the necessary range of generic and subject-specific *skills* -- in research, in writing, and in the communication of ideas, using both traditional resources and the full range of contemporary IT resources.

12 Programme Outcomes	
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	
	Teaching/Learning and Assessment methods and strategies used to enable outcomes to be achieved and demonstrated
Knowledge and Understanding	
A. Knowledge and understanding of:	
1 The place, role and influence of religion and religions in human culture, particularly the culture of Europe	outcomes achieved by: attendance at lectures, participation in seminars, module-based study skills sessions, discussions with convenors and seminar leaders, self-directed learning, assigned written work (essays, commentaries, projects, dissertations, group exercises) outcomes demonstrated by: formal examinations and coursework assessment (essays, commentaries, projects, dissertations, seminar discussions, individual and group presentations)
2 The role and significance of religion within human experience	
3 The relationship between the study of religion and other branches of the Humanities and Social Sciences	
4 The main approaches and methodologies characterizing the critical study of religion and its influences as defined by the secular context of the University	
Skills and Other Attributes	
B. Intellectual (thinking) skills:	
1 The critical evaluation of empirical data	outcomes achieved by: study-skills sessions integrated within particular modules; appropriately designed examination papers, essay questions and other assessment tasks as monitored by colleagues and external examiners; marking system whose rationale and grades are explained to and understood by students; student assimilation of feedback on marked essays and accompanying cover sheets outcomes demonstrated by: quality of written assignments, class discussion and formal examinations; adjudication of written work by and comments from external examiners; formal comments in annual reports of external examiners; informal comments from external examiners
2 The critical analysis and interpretation of relevant textual resources	
3 The critical assessment of alternative theories and interpretations	
4 The ability to construct and defend arguments and conclusions in a coherent manner	

C. Subject-specific skills:	
1 The sensitive and critical evaluation of religious data within their proper historical and cultural contexts	<p>outcomes achieved by: study-skills sessions integrated within particular modules; appropriately designed examination papers, essay questions and other assessment tasks as monitored by colleagues and external examiners; marking system whose rationale and grades are explained to and understood by students; student assimilation of feedback on marked essays and accompanying cover sheets</p> <p>outcomes demonstrated by: quality of written assignments, class discussion and formal examinations; adjudication of written work by and comments from external examiners; formal comments in annual reports of external examiners; informal comments from external examiners</p>
2 The sensitive and critical analysis of religious texts within their proper historical and cultural contexts	
3 The sympathetic appreciation of the ideas and practices of other groups and individuals	
4 Development of the ability to articulate the multiple connections between experiences, ideas, practices and institutions in the appreciation and understanding of religion and religions	
D. Transferable skills:	
1 The utilization of the full range of traditional research and writing skills (including note-taking, precis skills, bibliographical formatting, etc)	<p>outcomes achieved by: study-skills sessions integrated within particular modules; appropriately designed examination papers, essay questions and other assessment tasks as monitored by colleagues and external examiners; marking system whose rationale and grades are explained to and understood by students; student assimilation of feedback on marked essays and accompanying cover sheets</p> <p>outcomes demonstrated by: quality of written assignments, class discussion and formal examinations; adjudication of written work by and comments from external examiners; formal comments in annual reports of external examiners; informal comments from external examiners; students' successful completion of the programme</p>
2 The utilization of the full range of computing and IT skills and resources (word-processing, email, WWW, database searching, etc)	
3 The ability to communicate effectively (coherently and confidently) with ones peers and teachers both informally and in a variety of classroom settings	
4 The ability to work creatively and flexibly, whether on one's own or with others in a group	
5 The ability to manage ones time and resources effectively, especially under pressure (e.g. in relation to fixed deadlines or within the specific constraints of a class presentation)	
6 The ability to evaluate one's own academic and communicative performance, and to learn from the responses and criticism of ones peers and teachers	

13 Programme structures and requirements, levels, modules, credits and awards

The programme is offered on a full-time basis (over three years). Study on the programme is divided into a number of discrete units called **modules**. Each module is worth a specified number of **credits** and described as either **single-weighted** or **double-weighted**. Single-weighted modules are worth 15 credits and double-weighted modules 30 credits. Fifteen credits correspond to approximately 10 hours of **learning time** per week. This learning time is understood to include both contact time with teachers and individual study and research.

The programme is divided into three **stages**, each of which comprises 120 credits. Students must complete a specified number of credits before being able to proceed to the next stage

Over the three years of their undergraduate programme, students complete modules to the total value of 360 credits (120 x 3), this total representing 3600 hours of learning time. Each module is designated at one of three ascending levels: Certificate (C), Intermediate (I) or Honours (H). To be eligible for the award of an honours degree, at least 120 of the 360 credits must be at Level I or above and at least 120 must be at level H or above.

In their first year (Part I) all Religious Studies students are required to take at least two level C modules (worth 30 credits out of the total of 120) from the list of Religious Studies modules. Students make up the remaining 90 credits from the other level C modules available within the Humanities Faculty.

Joint honours students would normally be expected to gain 60 credits in Stage 2 and 60 credits in Stage 3 in Religious Studies and the other 60 credits in Stage 2 and 60 credits in Stage 3 from the other subject.

The structure of the programme and its component modules are shown in the table below.

Year 1 modules				
Code	Title	Level	Credits	Terms
TH300	New Testament Greek for Beginners	C	15	1 & 2
TH303	Introduction to Hinduism & Buddhism	C	15	1
TH305	Myths, Symbols & Mysteries	C	15	2
TH306	Spirits & Their Cults	C	15	2
Years 2 & 3				
Required Modules		Level	Credits	Terms
TH553 Issues in religious studies		H	30	2
or				
TH558 Sociology of religion		H	30	1
Recommended Modules				
TH513 Psychology and religion		H	30	1&2
TH520 Understanding other cultures		H	30	1&2
TH550 Gurus and disciples		H	30	1&2
TH547 Religion and globalization		H	30	1&2
TH555 Hindu religious thought		H	30	1&2
TH556 Buddhism: its essence and development		H	30	2
TH554 Islam in the contemporary world		H	30	1&2
TH527 Religion and story		H	30	1&2

TH548 Texts and traditions of western Christianity	H	30	1&2
TH546 Cosmology and divination in European culture	H	30	1
TH528 Science and religion	H	30	1&2
TH503 Christianity and ethics	H	30	1&2
TH552 Understanding myth	H	30	1&2
Optional Modules			
PL528 Philosophy of religion	I	15	1
CL578 Myth into Tragedy	I	30	1&2
CL569 Christianity in the Roman World	I	15	1
CL571 Early Greece and the Formation of the Religious World	I	15	1
HI507 Medieval Christendom: History and Culture from Charlemagne to the First Crusade	I	15	1
Year 3			
Optional Modules	Level	Credits	Terms
TH515 Religious Studies dissertation	H	30	1 & 2
CL594 Christian and Pagan at the Fall of Rome	H	30	1
CL601 Archaeology of Death	H	30	1
CL585 Egypt and the Religious World	H	15	1
CL520 St Augustine	H	30	1&2
PL534 The Self and Authenticity	H	15	2
PO576 Classical and Christian political philosophy	H	15	1

The above list of modules is subject to change year by year

14 Support for Students and their learning

- Part I and Part II Handbooks issued by Faculty
- Subject leaflets and module booklets issued by RS section
- Personal academic tutorial support throughout degree programme
- Library tours at start of year; library helpdesk and support throughout year
- Study skills pack issued to students from UELT supported in individual modules
- Staff-student liaison committee (with representatives from each year)
- Dedicated email discussion list for RS students (rs-info@ukc.ac.uk)
- Learning resources: subject library provision, computer terminals throughout campus, Internet access in student accommodation, full use of IT resources in teaching, web pages supporting specific modules, material issued to students on CD-ROM in selected modules, programme of documentary films integrated into teaching timetable

- Academic support system providing advice on module choice, programme structure, academic difficulty, progression routes and individual progress.
- Campus support services, including a Student Learning Advisory Service, a Part I senior tutor, a Student's Union (including an Advice and Information Service and Student Development Unit), a Careers Advisory Service, Counselling Service, Medical Centre.

15 Entry Profile

Entry Route

For fuller information please consult the University prospectus

Minimum Requirements

You must be at least 17 years old by 20th September in the year you begin your programme. There is no upper age limit.

Standard entry requirements: A levels and AS levels

5 GCSE passes, including English Language or Use of English, and at least 2 subjects at A level. See Curriculum 2000 for details of our minimum requirements for the new AS levels tariff

260/280 points (21 units) including BC/BB at GCE A level. No subjects are required, but we may ask for grade B in Religious Studies A level where taken

Alternative modes of entry: University Certificate or HND

Completion of a Certificate or Diploma course, e.g. Certificate or Diploma in Theology offered by SEITE

What does this programme have to offer?

- A degree programme concerned to give students an overall understanding of the nature of religion and of the issues informing the study of religion and religions
- An emphasis on the relationship between religion and other aspects of human ideas and culture, with the opportunity to integrate modules from other programmes into a single-honours RS degree and to combine RS with other subjects in a joint honours degree.
- A friendly campus with high student morale and friendly and dedicated teaching staff (who in recent teaching quality review achieved top marks for Teaching, Learning and Assessment, Student Progression and Achievement, and Student support and guidance
- The opportunity to live in or near Canterbury, which offers a good combination of the urban and the rural, and which is ideally placed within easy reach of London and near the SE coast of England

Personal Profile

Applicants should have:

- A desire to acquire a critical but sympathetic understanding of the religions of their own and other cultures
- A desire to develop an informed and critical sense of the differences and similarities between world religions past and present
- A willingness to situate the specialist study of religion and religions within the broader framework of academic studies in the Humanities and Social Sciences
- A recognition of the importance of primary source material, whether literary, historical or sociological
- An awareness of the need to develop and apply critical methodologies, whether linguistic, textual, literary, historical or scientific
- An ability to develop and present their ideas clearly and coherently in a variety of written and computer-based formats

- A readiness to share their enthusiasm and ideas with their fellow students and with society at large
- An openness of mind, a curiosity about life, a thirst for knowledge, a capacity for self-reflection and a desire to be intellectually independent.

16. Methods for evaluating and enhancing the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment the curriculum and outcome standards

- Student evaluation questionnaires from each seminar group within each module
- Annual Monitoring Reports (which include reviews of progression and achievement statistics)
- External Examiners' reports
- Periodic Programme reviews
- Annual staff appraisal
- Active staff development programme
- Peer observation
- Mentoring of new and part-time lecturers
- QAA subject review
- External accreditation
- Continuous monitoring of student progress and attendance
- Personal Academic Support system
- Vetting of examination questions by subject examinations board and external examiners

Committees and bodies with responsibility for monitoring and evaluating quality and standards

- Departmental director of learning and teaching
- Departmental learning and teaching committee
- Faculty learning and teaching committee
- University Learning and Teaching Board
- Programme Approval sub-committee of the University Learning and Teaching Board
- Board of Examiners
- External Examiners attending Board of Examiners
- External Examiners' Reports
- Departmental staff acting as external examiners at other institutions
- Double marking or moderation of all assessed work
- Evaluation of graduate destination statistics
- Monitoring of part-time teachers
- Staff-student liaison committee
- Departmental graduate studies committee
- Departmental quality assurance committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- staff-student liaison committee
- student module evaluations
- Discussions with tutors (including staff office hours)
- Discussions with senior tutors
- informal meetings and social contact with students (including student role in recruitment activities)
- student representation on subject meetings and departmental committees
- student representation on faculty committees
- student representation on university committees

Staff development priorities include

- Peer observation
- Research-led teaching
- Part-time lecturers encouraged to enrol on the Associated Teacher Accreditation Programme
- Regular formal and informal collaboration in programme development
- Staff appraisal scheme
- Research seminars
- Subject-based conferences
- Mentoring of new and part-time lecturers
- Conference attendance
- Membership of
- Professional body guidelines
- Widening participation
- Health and safety
- Dissemination of good practice on new learning and teaching methods

17. Indicators of quality and excellence

Independent review by the Quality Assurance Agency in February 2001 of the quality of education provision by Religious Studies in the school of European Culture and Languages
Positive evaluation of programme by current and former students formally and informally

Significant numbers of students progress to further qualifications and postgraduate degree work (e.g. PGCE, MA by coursework and dissertation, MA by research, Mphil, PhD).
Profile of student achievement (degree class in relation to qualifications at entry)

High proportion of former students in employment

The following reference points were used in creating these specifications

Benchmarking statements for Theology & Religious Studies

<http://www.qaa.ac.uk>

QA Review Report: <http://www.qaa.ac.uk> [complete ref]

The University Plan and Learning and Teaching Strategy, and the University mission statement

<http://www.ukc.ac.uk/>

University of Kent Undergraduate prospectus and subject leaflet for RS

Faculty Part 1 and Part II student handbooks

Peter Moore

20-09-2002