**Programme Specification**

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

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| **BA (Joint Honours) Religious Studies** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of European Culture and Languages |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | BA (Hons) |
| 7. **b) Alternative Exit Awards** | BA (Non Hons) in Religious Studies and ‘Another Subject’  Diploma in Religious Studies and ‘Another Subject’  Certificate in Religious Studies and ‘Another Subject’ |
| 1. **Programme** | Religious Studies and ‘Another Subject;  This is a half-programme. Please see prospectus for current information. |
| 1. **UCAS Code (or other code)** | Please see prospectus for current information. |
| 1. **Credits/ECTS Value** | 360 Credits (180 ECTS) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Theology and Religious Studies (October 2014) |
| 1. **Date of creation/revision** | June 2002 / Revised FSO Jan 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| * 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; * 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; * 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. * 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. |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the subject benchmarking statement for Theology and Religious Studies |

**A. Knowledge and Understanding of:**

1. The place, role and influence of religion and religions in human culture, particularly the culture of Europe **(SB1.4, 5.4)**;

2. The role and significance of religion within human experience **(SB3.2)**;

3. The relationship between the study of religion and other branches of the Humanities and Social Sciences **(SB3.1)**;

4. The main approaches and methodologies characterizing the critical study of religion and its influences as defined by the secular context of the University **(SB3.2)**.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. The critical evaluation of empirical data **(SB4.17, 4.20, 5.5)**;

2. The critical analysis and interpretation of relevant textual resources **(SB4.4, 4.17, 5.4)**;

3. The critical assessment of alternative theories and interpretations **(SB3.2, 5.4)**;

4. The ability to construct and defend arguments and conclusions in a coherent manner **(SB5.5, 5.6)**.

**C. Subject-specific Skills:**

1. The sensitive and critical evaluation of religious data within their proper historical and cultural contexts **(SB3.1)**;

2. The sensitive and critical analysis of religious texts within their proper historical and cultural contexts **(SB3.1)**;

3. The sympathetic appreciation of the ideas and practices of other groups and individuals **(SB3.2)**;

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 **(SB3.2)**.

**D. Transferable Skills:**

1. The utilisation of the full range of traditional research and writing skills (including note-taking, precis skills, bibliographical formatting, etc.) **(SB3.4)**;

2. The utilisation of the full range of computing and IT skills and resources (word-processing, email, WWW, database searching, etc.) **(SB4.14, 5.6)**;

3. The ability to communicate effectively (coherently and confidently) with one’s peers and teachers both informally and in a variety of class-room settings **(SB3.4, 4.5, 4.20, 5.6)**;

4. The ability to work creatively and flexibly, whether on one’s own or with others in a group **(SB3.4, 4.4, 5.6)**;

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) **(SB5.6)**;

6. The ability to evaluate one’s own academic and communicative performance, and to learn from the responses and criticism of one’s peers and teachers **(SB4.23)**.

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

Student and teacher-led seminars, as well as supervised study and lectures comprise the basic strategies for teaching and learning. Study and assessment using course information, online resources, and research-based teaching materials and methods form the basis for self-directed learning. Seminars focus primarily on structuring and articulating arguments; these are further developed in essay-based assessments and further teaching occurs through staff and peer feedback.

Guidance is also given, formally and informally, about how to identify, locate and use material available in the library and online. Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meetings.

Students’ assessment is purposefully diverse, although principally achieved through coursework assignments and essays. Other forms of assessment may regularly include document exercises, commenting on selected literary and material evidence individual seminar presentations, visual tests, examinations on previously unseen text and material, small-group, student-led projects, and supervised extended essays, for which students work independently. We emphasise the variety and innovation in assessment.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time or six years part-time.  This programme can also be taken full-time over four years with the optional year aboard. Students studying the programme on a part time basis do not have the option of doing a year aboard/placement year. Please refer to the Humanities Year Abroad specification for further details.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits (480 including Year Abroad), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Religious Studies. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Religious Studies. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  Students successfully completing Stage 2 and also the year abroad and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad.  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  Compulsory modules cannot be condoned, compensated or trailed. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Optional Modules** Students must select **45 credits** at Level 4 from the Religious Studies optional modules list. Remaining credits may be taken from either the Religious Studies optional modules list, or from the list of ‘Wild’ modules. | | | | | |
| **Stage 2** | | | | | |
| **Optional Modules** Students must select **30 credits** at Level 5 from the Religious Studies optional modules list. Remaining credits may be taken from either the Religious Studies optional modules list, or from the list of ‘Wild’ modules. | | | | | |
| **Stage 3** | | | | | |
| **Optional Modules** Students must select **60 credits** at Level 6 from the Religious Studies optional modules list. Remaining credits may be taken from either the Religious Studies optional modules list, or from the list of ‘Wild’ modules. | | | | | |

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| **18 Work-Based Learning** |
| This programme does not include any work-based learning |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/> * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; * International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For current information, please refer to the University prospectus |
| * **A levels and AS levels:**   Joint Honours with English & American Literature – BBB including English Literature or English Language and Literature grade B  Joint Honours with History – ABB including Ancient History, Classical Civilisation or History grade B, excluding General Studies and Critical Thinking  All other combinations – BBB at A Level   * **Access programmes:**   The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.  If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.   * **International Baccalaureate:**   34 points (15 points at HL)   * **BTEC Level 3 Extended Diploma:**   The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances. |
| 20.2 **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 take seriously student progression and achievement, and offer outstanding academic and pastoral 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. |
| 20.3 **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 textual, historical, psychological, anthropological, theological or sociological. * An awareness of the need to develop and apply critical methodologies, whether linguistic, textual, literary, historical, psychological, anthropological, sociological, theological 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. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (May 2017) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * QAA Benchmarking statement for Theology and Religious Studies (October 2014) * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

**BA (Hons) Religious Studies**

\* Optional Modules cover all programme learning outcomes irrespective of the combination taken.