



**Course Handbook**  
**BA Honours in Religion, Culture & Society**  
**2018/19**  
**Dr Carolyn King**  
**School of Humanities & Social Sciences**



Please read this Handbook in conjunction with the University's Student Handbook.

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**Programme Specification Template**

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## Programme Specification Template

### 1. Welcome to the course

Welcome to Religion, Culture & Society (RCS); we hope that you have an interesting, exciting and rewarding time studying with us. This handbook has been produced to provide you with most of the answers to your questions about the course and how it is run. In this handbook, you will find information on what you need to do as a student and what support we can offer to help you to succeed, along with practical information about writing assignments and improving your study skills.

Some of the content may seem irrelevant at the moment, but as you progress through your course, you will hopefully find most (if not all) of the contents useful. If you have any query relating to your course, look here first: it might not provide the answer, but it may help you to know where to go and who to ask. If you have comments to make about this handbook at any time, please refer these to the programme leader; Dr Carolyn King: [cking@uclan.ac.uk](mailto:cking@uclan.ac.uk)

#### 1.1 Rationale, aims and learning outcomes of the course



Students reading RCS at UCLan will achieve general aims and objectives in accordance with other university programmes. Skills specific to this Award include:

By the end of this programme students will have:

- a broad knowledge and understanding of religious diversity within both national and international contexts
- explored a range of implications relating to pluralistic societies in cross cultural communities
- developed the ability to critically analyse one or more religious/faith traditions
- a deep understanding of the political, social and cultural impacts of religious philosophies and belief systems within both local and global contexts
- engaged critically and analytically with classical and contemporary literature relating to the academic study of religion
- undertaken a focused exploration of religions in a UK context.

On completion of this programme students will have developed a wide range of skills, including: Subject Specific Skills, Subject Knowledge and Understanding, Thinking Skills, Employability and Personal Development Skills.

Subject Specific:

- Demonstrate informed insight into the multi-faceted complexities of religious beliefs, cultural traditions & practices and the social implications for different communities
- Engage with integrity and critically reflect on the principles and traditions of different faith/belief systems, demonstrating a sensitive awareness of the positive and negative convictions of different faiths
- Demonstrate informed insight into differing philosophies and theologies underpinning religious thought and tradition and apply both comparative and critical analysis to these concepts.

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- Demonstrate informed insight into religious influences both on culture and tradition within British societies and how personal and communal identities and motivations are shaped by religion (both constructive and destructive) and how important such identities are.

#### Knowledge & Understanding:

- Demonstrate knowledge, insight and intellectual engagement with one or more faiths, particularly focusing on UK religions/beliefs/faiths
- Demonstrate informed insight into historical and contemporary developments as well as key themes in theological thought pertaining to one or more religious traditions, with particular emphasis on culture and tradition within a social context
- Demonstrate a critical comprehension of classical sources of tradition from one or more religious traditions at different periods of time within various social constructs
- Demonstrate a critical appreciation of complexity of thought in reference to primary and secondary sources from varying disciplines

#### Thinking Skills:

- Demonstrate skills in analytical and critical thinking, particularly in evaluating cultural and religious diversity within a social context, and present that information in written form in an informed and balanced manner.
- Demonstrate autonomous learning and research skills in identifying and evaluating primary and secondary source materials.
- Demonstrate the ability to assess and convey diverse opinions, theories and perspectives.
- Demonstrate skills in the retrieval, utilisation, examination and evaluation of information, specifically relating to the effective use of IT mediums.

#### Employability & Personal Development Skills:

- Demonstrate the ability to collect and evaluate information from a variety of sources
- Demonstrate the ability to communicate ideas and arguments effectively to others both orally and in written form.
- Demonstrate the ability to study independently managing deadlines, and displaying commitment to the principle and practice of life-long learning.
- Demonstrate the ability to work with others as part of a team

Each module has specific learning outcomes which incorporate personal development specific to module aims and some elements of employability skill building. To ensure you receive an opportunity to develop further ESS has facilitated the development of practical intelligence and generic skill building; personal reflection and evaluation into Personal Development Planning (PDP). Employability enhancement has been integrated into personal reflection on learning, teaching and assessment, which are essential components for encouraging employability skills. ESS have included elements of employability within PDP to ensure you have been given an opportunity to develop core skills, process skills, transferable skills and personal qualities, such as:

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Personal Qualities	Core Skills	Process Skills
Self awareness	Critical analysis	Ethical sensitivity
Self confidence	Listening	Influencing
Emotional intelligence	Oral presentations	Negotiating
Initiative	Information retrieval	Applying subject understanding
Independence	Global awareness	Decision making & Problem solving
Malleable self theory	Reading effectiveness	Computer literacy
Adaptability	Self-management	Commercial awareness
Reflectiveness	Creativity	Political sensitivity
	Written communication	Ability to work cross culturally
	Explaining: orally & written	Planning & Prioritising
		Coping with complexity
		Debating
		Resolving conflict
		Team work

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### 1.2 Course Team

Name	Position/Role	Room	Tel.	Email
Dr Carolyn King	Programme Leader for Religion, Culture & Society	LH117	(89)5060	cking@uclan.ac.uk
Dr Mahmood Chandia	Senior Lecturer in Religion, Culture & Society and Volunteering	LH107	(89)3093	mchandia@uclan.ac.uk
Dr Carl Morris	Lecturer in Religion, Culture & Society	LH119	(89)3982	Cjmorris2@uclan.ac.uk
Frank Harrington	Senior Lecturer in Religion, Culture & Society and Deaf Studies	LH218	(89)3107	fjharrington@uclan.ac.uk

#### Guest Lecturers:

As well as using the knowledge of the teaching team and of lecturers in other subjects from within the university, we draw expertise from a wide range of visiting lecturers and professionals who are experts in their particular area of RCS.

### 1.3 Expertise of staff

Members of the RCS team have made a significant contribution to research in the School of Humanities and Social Science, and are to continue to pursue further research opportunities in future years. RCS study at UCLan is therefore part of an expanding teaching and research culture that has international status and recognition. For you as students, this means you have access to tutors who are acknowledged experts in their field and who are involved in cutting edge research in a range of topics.

As you will learn – if you are not already aware of it – RCS is a highly interdisciplinary field, meaning that it draws upon a huge range of other subject areas for parts of its underpinning theoretical knowledge (theology, religious studies, philosophy, sociology, politics and history to name a few).

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### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

For academic year 2018 – 19 Academic Advisors are as follows:

- Year Three students – Dr Carolyn King
- Year Two Students – Dr Carl Morris
- Year One Students – Dr Mahmood Chandia

### 1.5 Administration details



Course Administration Service provides academic administration support for students and staff and are located in hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Harris Building

Lancashire Law School  
 Humanities and the Social Sciences  
 Centre for Excellence in Learning and Teaching  
 telephone: ext 1996 or 1997  
 email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to



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the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Dr Jasjit Singh  
Research Fellow  
School of Philosophy, Religion and the History of Science  
University of Leeds

### 2. Structure of the course

There is a foundation entry programme available for this award. The programme specification is attached in appendix 8.1.

#### 2.1 Overall structure



There is an optional foundation entry year available for students before beginning this course, further information on this is detailed in the programme specification in section 8 of this handbook.

All degree courses are divided in to two parts, known as Stage One and Stage Two. In practical terms, Stage One is the first year of a full time course, and Stage Two is the second and third years. Modules in Stage One are called level four modules or year one modules (those beginning with a figure 1 – e.g. RB1334); modules in Stage Two are divided into level 5 or year two modules (e.g. RB2002) and level 6 or year three (e.g. RB3001). In order to successfully complete your degree and graduate, you will need to pass a total of 18 modules (6 at stage one, 12 at stage 2). Of the 18 module total, 11 must be at level 4 or above and of these, 5 must be at level 6 or above.

The University of Central Lancashire has three basic sizes for modules:

standard module = 20 credits

double module = 40 credits

half module = 10 credits

All RCS modules are standard modules of 20 credits

In order to graduate, you need to have accumulated a total of 360 credits. You will normally take modules adding up to 120 credits in each year of full time study. Please note that some modules are compulsory and others are optional. This means that you must study the compulsory module components but have a choice of which optional module(s) you may study. The university also offers students an opportunity to study a language module in year one.

#### Study Modes:

RCS can be studied either full time or part time and the MODCAT framework is designed to accommodate the movement of students between full-time and part-time mode of study. Changes to mode of study require prior approval from the Course Leader

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Full-time student is defined as any student undertaking five or more modules during a standard two semester academic session.

Part-time student is defined as any student undertaking less than five modules during a standard two semester academic session

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

There are compulsory and optional modules offered on RCS that are delivered by the subject team. There are also a number of optional modules that are offered by subject teams across the School, these modules contribute to the programme and offer you a huge selection of topics to engage with. For example, and highly recommended, Dr Philip Constable from History delivers three excellent modules that explore religion and religious development in India (Ghandi) and China (Dalai Lama). Former RCS students have really enjoyed this optional stream.

A module descriptor guide will be available to you via Blackboard and gives a comprehensive breakdown of each module offered on RCS as both compulsory and optional. This includes the module content, learning outcomes and assessments. Please be aware that some optional modules assess by examination.

The Table below indicates which RCS modules are compulsory and which are optional in each year of study. You will need to register for six modules within your year i.e. if you are studying at year one, you need to select year one modules: four compulsory RCS modules plus any two optional modules taken from RCS or from the School options. You may also take an elective module in stage one and stage two of your study programme; these can be found in the [Electives Catalogue](#)

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## RCS First Year

Semester One	Semester Two
<b>RCS Compulsory Modules</b>	
RB1334 Understanding Religion & Belief	RB1016 The Abrahamic Faiths
RB1003 Dharma Religions	RB1014 Faith, Identity, Culture & Society
<b>Optional Modules</b>	
RB1017 Religion, Society & the State	SO1004 Media & Culture
ED1201 Introduction to Education	ED1202 Education for Everyone
VO1006 Volunteering & Community Action	HY1108 Nations & Empires in Asia
DF1161 Introduction to BSL	PI1118 Knowledge & Freedom
Level Four Language Option Full-Year	STAGE ONE - Free Choice Elective any elective module delivered across the university semester one or two (stage one is year one)

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## RCS Second Years

Semester One	Semester Two
<b>RCS Compulsory Modules</b>	
RB2241 Sacredness & Spirituality	RB2001 Exploring Christian Theology
SO2002 Sociology of Religion	RB2015 Contemporary Islam: Predicaments & Promises
<b>Optional Modules</b>	
HY2095 Cold War in Asia	RB2000 Fundamentalism & Cultural heritage
ED2218 Experiential Learning in Educational Settings	ED2205 Sociology of Education
VO2001 Mentoring in the Community (year-long module)	
PI2001 Philosophy of Religion	STAGE TWO - Free Choice Elective (semester one or two)

## RCS Third Year

Semester One	Semester Two
<b>RCS Compulsory Modules</b>	
RB3003 Religion in a Global Village	RB3001 Perceptions of Morality
RB3005 Political Islam	RB3990 Dissertation
<b>Optional Modules</b>	
RB3007 Religion, Culture & Media	RB3200 Placement
ED3229 Education in Developing Countries	ED3215 The Education of Vulnerable People
HY3054 Pakistan & Afghanistan	SO3004 Sexy Bodies
VO3007 Global Community Exchange	PI3004 Humanity, Values & the Environment

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### 2.3 Course requirements



To gain a BA **Honours** Award in Religion, Culture & Society you will require: 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

To gain a BA Award in Religion, Culture & Society you will require: 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6

#### IMPORTANT Note:

Students studying dissertations and/or placement **MUST** attend the respective briefing sessions in year two. The Course Leader will advise you when and where the meetings will be held.

Students opting to study the placement module in year three should also be aware that a full DBS check is required prior to placement being approved. Full details are included in the RB3200 Placement Module Handbook and will be discussed during the briefing sessions in year two. Students and placement provider will also need to complete a student-client contract, sign an agreed 'letter of expectations and the placement provider will be required to fill out a placement feedback sheet. These will be explained in full during the placement briefing session.

### 2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

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### 2.4 Study Time

#### 2.4.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

#### 2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

You should be studying for between 36-40 hours per week. On average you will spend 12-15 hours per week in class for lectures, seminars, and other workshops. The remainder is time for private study (researching and writing essays, preparing for seminars, etc) and you should be setting aside time on a daily basis for this work.

20 credits is a standard module size and equals 200 notional learning hours.

#### 2.4.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader; Dr Carolyn King

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

### 3. Approaches to teaching and learning

#### 3.1 Expertise of staff supporting students

Teaching and learning strategies are designed to enable you to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable you to achieve module specific outcomes as outlined in each of the module descriptions.

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### 3.2 Learning and teaching methods

RCS modules are taught primarily through a combination of lectures and workshops with additional discussion groups and individual tutorial sessions. Lecturers and/or workshops are interactive, and are supported by Blackboard Learning. Learning is student centred and assessment is based on coursework, academic essays, individual and group presentations, individual and/or group projects, case studies, reports, reviews and ICT interaction (specific modules are delivered via blended learning provision). Formative assessment is a major focus throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, portfolio work, integrated ICT chat/discussion boards and Personal Development Planning (PDP). There are also opportunities for you to participate in local and national field trips relating to the specifications of individual modules and international field trips relating to the RCS Programme aims.

Lectures are important for explaining often difficult theories and concepts, and in guiding you through the application of these models and methods. Lectures also allow you to enhance your notation and synthesising skills. In the workshop sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable you to further develop your subject-specific knowledge and understanding, strengthen your communicative skills and pursue research projects whether independently or in teams.

There will be a number of guest lecturers presenting and discussing various faith issues pertaining to the specifications of individual modules.

There is also an opportunity for you to participate in field trips to various places of worship and discuss alternative core belief systems with respective religious leaders and scholars.

#### **International Exchange Programme:**

RCS offers students an opportunity to study abroad at one of our partner universities. The exchange network is worldwide and includes countries such as Australia, Brazil, Canada, China, Mexico, USA, and most European Countries. Exchange studies range from 3months to one year, and must be taken in your second year at UCLan.

There are four types of international exchange opportunities open to RCS students:

- The ERASMUS Programme
- The World Wide Exchange Programme
- The International Student Exchange Programme (ISEP)
- The Maastricht Programme

### 3.3 Study skills

RCS incorporate study skills into year one compulsory module RB1334. These sessions are invaluable in supporting the transition from school/college to higher education and include

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workshops on essential skills building such as; how to structure an academic essay; how to conduct academic research, how to Harvard Reference etc. The study skills components in this module ensure progression and involvement in your own professional development.

RCS also supports student learning through the use of Blackboard; all resources e.g. power point presentations, lecture notes etc. utilised throughout RCS sessions are available via Blackboard Learning.

Students are drawn onto university courses from a variety of academic backgrounds, and bring a range of skills and needs to their studies. For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a number of Study Skills packages. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. This provision can be found through WISER: <http://www.uclan.ac.uk/students/study/wiser/index.php>

### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)



Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

#### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

The main area within the University for accessing the computer network is through the open access terminals on the third floor of the library. The first place to ask for help and advice is via the Help Desk on the first floor. The School of Humanities and Social Science has its own dedicated computer room on the first floor of Livesey House, room LH113. There are also a number of rooms around the university which can be used by students at various times. Some are used for teaching or are reserved for specific subjects at particular times, but are available for general use at other times. Timetables are normally posted outside these rooms, showing availability. Details of their location can be found at the Helpdesk in the library.

Access to the library (LLRS) and the computer network is only available to students who have enrolled and collected their student ID card. Information sheets on accessing the network and using the university's IT facilities are available during Induction Week and can also be found in the library entrance or from the Helpdesk on the first floor.



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### 3.5 Personal development planning

Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as: "a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development".

As this implies, it is something you are ultimately expected to take responsibility for yourself. The basic idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing at that moment, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

We aim to support you in this process. Through group interaction and discussions, Academic Advisories and course documentation – including assessment feedback – we will try to encourage reflection on your experience of study and your continuing personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your Academic Advisor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.

RCS has facilitated the development of practical intelligence and generic skill building; personal reflection and evaluation into PDP. Employability enhancement has been integrated into personal reflection on learning, teaching and assessment, which are essential components for encouraging employability skills. RCS have included elements of employability within PDP to ensure you have been given an opportunity to develop core skills, process skills, transferable skills and personal qualities.

### 3.6 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. RCS incorporate employability enhancement into three compulsory modules: RB1334, RB2241 & RB3003. These employability enhancement strands within RCS aim to develop your self-awareness abilities, enhance your CV and encourage you to recognise and develop transferable skills. We also offer optional Volunteering modules in every year in order for you experience placements in community settings and therefore maximise your personal and professional portfolio.

UCLan also has a Careers Centre dedicated to supporting your development and employability; this support is freely available to all students and you should take full advantage. This includes:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects

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- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

It's your future: take charge of it!

### 4. Student Support

Your main contact for student support is your Academic Advisor (see 4.1 for details), but you also have student support from the Student Union and Course Representatives:



#### 4.1 Academic Advisors

Each RCS Cohort has a dedicated Academic Advisor who remains with that cohort for the duration of study. It is your responsibility to arrange meetings with your Advisor and you should meet to discuss your academic profile at least once a semester. These meetings are invaluable and offer you an opportunity to discuss your academic and/or personal journey within a safe environment.

Your Academic Advisor is the first point of contact on a wide range of academic and personal, administrative and practical issues. Your Academic Advisor may not have all the answers but should be able to re-direct you appropriately. Their primary aim is to support you in your studies.

The aim of the Advisor is to enhance the quality of your overall experience at UCLan. Your Advisor aims to be supportive, helpful and try to understand (but not necessarily share) your point of view. At times it may be necessary for them to challenge you over your progress, performance or attendance. Academic Advisors provide the personal face of the university and an interface between the student and the institution.

#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement, information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

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Assessment arrangements for students with a disability:

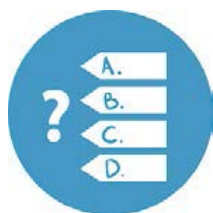
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

### 4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

## 5. Assessment

### 5.1 Assessment Strategy



Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

### 5.2 Notification of assignments and examination arrangements

RCS modules handbooks contain all the information you require pertaining to learning, teaching and assessments. This includes a teaching schedule, an outline of each lecture, the essential and recommended reading list for each week, the module learning outcomes, the assessment criteria, an assignment feedback sheet and also the submission time/date for each assignment. This information is also available on Blackboard, together with the module descriptor and, in most cases, examples of assessments.

You may book tutorials at any time throughout the module to discuss your ideas for assignments with your module tutor. You can have as many tutorials as you want - there is no time limit. Tutorial sessions will help you plan your assignments, structure your arguments, present your research academically and ensure your work is corroborated with authentic sources – it is your responsibility to take up this opportunity.

Your tutor will ensure you receive assignment grades and feedback within the 15 working day time-frame allocated to assessments within the School. Most RCS Lecturers use Grademark, you should therefore be able to access your grades and feedback as soon as assignments are graded. For those lecturers that do not use Grademark, you will receive a generic group e-mail alerting you to collect your grade and, more importantly, your feedback from your tutor.

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### 5.3 Referencing

Referencing is one of the most important tasks a student has to complete when writing any academic work, such as essays, reports, logbooks, etc. References are used to show where any concepts or ideas you have gained from other writers have come from, or where quotes were found. Failure to reference sources is one of the most serious crimes you can commit as a student, because you are effectively passing other people's work off as your own. This is known as plagiarism and carries severe penalties.

RCS deliver workshops specifically on Referencing which are incorporated within compulsory modules. However, further support and guidance is given by WISER.

RCS use of the **British Harvard System** of referencing, other subjects may require a different system. Whichever system you use, you need to use it consistently and correctly throughout your assignments.

#### Reference List

Reference lists should be given at the end of every assignment, and should **only** include those sources that you have referred to or quoted in your work. Sources used should be listed by the first named author, and should appear in alphabetical order in the style shown below. Titles of books or journals should be in italics – if in doubt, ask your tutor.

#### Example:

Council of Europe (2002) *The New Challenge of Intercultural Education: Religious Diversity and Dialogue in Europe*.

[http://www.coe.int/t/e/cultural\\_cooperation/education/Intercultural\\_education/Intro.asp](http://www.coe.int/t/e/cultural_cooperation/education/Intercultural_education/Intro.asp)

Accessed 24<sup>th</sup> August 2008.

King, C. (2010) 'Faith Schools in Pluralistic Britain: debate, discussion and considerations', *The Journal of Contemporary Religion*, 25: 283-301.

King, C. (2009) 'Employability: exploring policy, provision and the implications of embedding employability within the HE curriculum', *The Journal of Widening Participation and Lifelong Learning*, 10: 32-41.

Loewe, W. (1996) 'Classical Dogma,' in *The College Students Handbook to Christology*, London: Liturgical Press.

McDermott, B. (1993) 'The Resurrection', in *The Word Became Flesh; dimensions of Christology*, London: Liturgical Press.

McGrath, A. (2007) *The Christian Theology Reader* (3<sup>rd</sup> ed), Oxon: Blackwell Publishing.

O'Collins, G. (2009) *Christology: a biblical, historical and systematic study of Jesus* (2<sup>nd</sup> ed), Oxford: Oxford University Press.

Pilkington, A. (2008) 'From Institutional Racism to Community Cohesion: the changing nature of racial discourse in Britain', *Sociological Research Online*, 13 (3) 6

<http://www.socresonline.org.uk/13/3/6.html>.

Accessed 9<sup>th</sup> June 2013

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### Please note:

Some non-academic items are hard to fit into this kind of pattern. If there is no author named (e.g. on an institutional pamphlet), it is usually appropriate to treat the organisation who produced the material as the author. Sometimes it is simply necessary to put 'No author'/'Author unknown' or 'No date' in the relevant slots. For other sources (e.g. tv/video) you should give, where possible, the name of the person with overall responsibility for the item in question. In many cases, it is hard to know who this is: at such times, it may be better to make full reference to the source within your text (or as footnote) rather than trying to make up a bibliographic entry. David Fowler's comments on the environment on *See Hear!*, for instance, are best dealt with by saying "David Fowler (commenting on green issues on BBC1's *See Hear!* Programme, 6/7/97) argued that.....".

In the final analysis, if in doubt, ask your tutor.

### 5.4 Confidential material

It is unlikely that you will access confidential information during the course e.g. patient notes which might inform assignments, but if for any reason you are required to do so, you have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments. You **MUST** also ensure that this has been agreed with the Course Leader and that you have secured complete ethical clearance from the Schools ethics committee.

### 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

## Programme Specification Template

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student Feedback



You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going

## Programme Specification Template

discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can also support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

## 8. Appendices

## Programme Specification Template

## 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme 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 takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	UCLan, Preston Campus
<b>3. University School/Centre</b>	Humanities & Social Sciences
<b>4. External Accreditation</b>	No
<b>5. Title of Final Award</b>	BA (Hons) Religion, Culture and Society
<b>6. Modes of Attendance offered</b>	Full time and/or part time



## Programme Specification Template

<b>7. UCAS Code</b>	VL69
<b>8. Relevant Subject Benchmarking Group(s)</b>	Theology & Religion
<b>9. Other external influences</b>	
<b>10. Date of production/revision of this form</b>	October 2014 January 2018
<b>11. Aims of the Programme</b> By the end of this programme, students will have:-	
<ul style="list-style-type: none"> <li>• a broad knowledge and understanding of religious diversity within both national and international contexts</li> <li>• explored a range of implications relating to pluralistic societies in cross cultural communities</li> <li>• developed the ability to critically analyse one or more religious/faith traditions</li> <li>• a deep understanding of the political, social and cultural impacts of religious philosophies and belief systems within both local and global contexts</li> <li>• engaged critically and analytically with classical and contemporary literature relating to the academic study of religion</li> <li>• undertaken a focused exploration of religions in a UK context.</li> </ul>	

## Programme Specification Template

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Demonstrate knowledge, insight and intellectual engagement with one or more faiths, particularly focusing on UK religions/beliefs/faiths</p> <p>A2. Demonstrate informed insight into historical and contemporary developments as well as key themes in theological thought pertaining to one or more religious traditions, with particular emphasis on culture and tradition within a social context</p> <p>A3. Demonstrate a critical comprehension of classical sources of tradition from one or more religious traditions at different periods of time within various social constructs</p> <p>A4. Demonstrate a critical appreciation of complexity of thought in reference to primary and secondary sources from varying disciplines</p>
<b>Teaching and Learning Methods</b>
Lectures, Interactive Seminars, Group Work, Presentations, Group & Individual Tutorials, Group and Individual Projects, Research and Independent Study, Fieldtrips, Workshops, e-learning & IT Interaction, Blackboard Learning Support
<b>Assessment methods</b>
<p>Summative Assessment: Essays, Portfolio, Oral Presentations (group and individual), Project (group and individual), Text/book Review, Reflective Reports, Fieldwork, IT Discussion, Proposals, Research Project, Dissertation – no examinations on any compulsory modules</p> <p>Formative Assessment: discussions and/or debates, self reflection, peer interactive work, reflective portfolio and Personal Development Planning (PDP) which also incorporates reflection on fieldwork experience which is not formally assessed.</p>
<b>B. Subject-specific skills</b>
<p>B1. Demonstrate informed insight into the multi-faceted complexities of religious beliefs, cultural traditions &amp; practices and the social implications for different communities</p> <p>B2. Engage with integrity and critically reflect on the principles and traditions of different faith/belief systems, demonstrating a sensitive awareness of the positive and negative convictions of different faiths</p> <p>B3. Demonstrate informed insight into differing philosophies and theologies underpinning religious thought and tradition and apply both comparative and critical analysis to these</p>

## Programme Specification Template

<p>concepts.</p> <p>B4. Demonstrate informed insight into religious influences both on culture and tradition within British societies and how personal and communal identities and motivations are shaped by religion (both constructive and destructive) and how important such identities are.</p>
<p><b>Teaching and Learning Methods</b></p>
<p>Lectures, Interactive Seminars, Group Work, Presentations, Group &amp; Individual Tutorials, Group and Individual Projects, Research and Independent Study, Fieldtrips, Workshops, e-learning &amp; IT Interaction, Blackboard Learning Support</p>
<p><b>Assessment methods</b></p>
<p>Summative Assessment: Essays, Exams, Portfolio, Oral Presentations (group and individual), Project (group and individual), Text/book Review, Reflective Reports, Fieldwork, IT Discussion, Proposals, Research Project, Dissertation.</p> <p>Formative Assessment: discussions and/or debates, self reflection, peer interactive work, reflective portfolio and Personal Development Planning (PDP), which also incorporates reflection on fieldwork experience which is not formally assessed.</p>
<p><b>C. Thinking Skills</b></p>
<p>C1. Demonstrate skills in analytical and critical thinking, particularly in evaluating cultural and religious diversity within a social context, and present that information in written form in an informed and balanced manner.</p> <p>C2. Demonstrate autonomous learning and research skills in identifying and evaluating primary and secondary source materials.</p> <p>C3. Demonstrate the ability to assess and convey diverse opinions, theories and perspectives.</p> <p>C4. Demonstrate skills in the retrieval, utilisation, examination and evaluation of information, specifically relating to the effective use of IT mediums</p>
<p><b>Teaching and Learning Methods</b></p>
<p>Lectures, Interactive Seminars, Group Work, Presentations, Group &amp; Individual Tutorials, Group and Individual Projects, Research and Independent Study, Fieldtrips, Workshops, e-learning &amp; IT Interaction, Blackboard Learning Support</p>
<p><b>Assessment methods</b></p>

### Programme Specification Template

Summative Assessment: Essays, Exams, Portfolio, Project (group and individual), Text/book Review, Reflective Reports, IT Discussion, Proposals, Research Project, Dissertation.

Formative Assessment: discussions and/or debates, IT interaction (chat/discussion board), Utilisation of Blackboard Learning and LLRS provision (relevant journals/ articles)

#### **D. Other skills relevant to employability and personal development**

D1. Demonstrate the ability to collect and evaluate information from a variety of sources

D2. Demonstrate the ability to communicate ideas and arguments effectively to others both orally and in written form.

D3. Demonstrate the ability to study independently managing deadlines, and displaying commitment to the principle and practice of life long learning.

D4. Demonstrate the ability to work with others as part of a team

#### **Teaching and Learning Methods**

Lecturers, Interactive Seminars, Group Work, Presentations, Group & Individual Tutorials, Group and Individual Projects, Research and Independent Study, Fieldtrips, Workshops, e-learning & IT Interaction, Blackboard Learning Support

#### **Assessment methods**

Summative Assessment: Essays, Exams, Portfolio, Oral Presentations (group and individual), Project (group and individual), Text/book Review, Reflective Reports, Fieldwork, IT Discussion, Proposals, Research Project, Dissertation.

Formative Assessment: discussions and/or debates, self reflection, peer interactive work, reflective portfolio and Personal Development Planning (PDP)

## Programme Specification Template

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	RB3003	Religion in a Global Village	20	<p><b>BA (Hons) in Religion Culture and Society</b></p> <p>Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6</p> <p><b>BA in Religion Culture and Society</b></p> <p>Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6</p>
	RB3001	Perceptions of Morality	20	
	RB3005	Political Islam and Islamic Movements	20	
	RB3990	Dissertation	20	
	RB3200	Placement	20	
	RB3007	Religion, Media & Culture	20	
	HY3054	India, Pakistan, Afghanistan since 1947 : International Conflict & Democracy	20	
	VO3007	Global Community Exchange		
	SO3004	Sexy bodies: gender, sexuality and the body	20	
			20	
	ET3981	Student Initiated Module		
	PI3004	Humanity, values & the environment	20	
	ED3229	Education in developing countries	20	
	ED3215	The Education of vulnerable people	20	
		20		
Level 5	RB2001	Exploring Christian Theology	20	<p><b>Diploma of Higher Education in Religion Culture and Society</b></p> <p>Requires 240 credits including a minimum of 100 at Level 5 or</p>
	RB2241	Sacredness & Spirituality	20	
	RB2000	Fundamentalism & Cultural Heritage	20	

## Programme Specification Template

	RB2015	Contemporary Islam: Predicaments & Promises	20	above
		Student Initiated Module	20	
	ET2981	Sociology of Religion	20	
	SO2002	Cold War in Asia 1945-1989: History, Society & Conflict	20	
	HY2095	Mentoring in the Community		
		Philosophy of Religion	20	
	VO2001	Experiential Learning in Educational Settings	20	
	PI2001	Sociology of Education	20	
	ED2218		20	
	ED2205			
Level 4	RB1334	Understanding Religion & Belief	20	<b>Certificate of Higher Education</b>  Requires 120 credits at Level 4 or above
	RB1016		20	
	RB1017	The Abrahamic Faiths		
	RB1003	Religion, Society and the State	20	
	RB1014	Dharma Religions	20	
	SO1004	Faith, Identity, Culture & Society	20	
	HY1108	Media & Culture	20	
		Nations & Empires in Asia: China, India, Japan and Thailand 1857- 1949		
	DF1161	An Introduction to British Sign Language	20	
	VO1006	Volunteering and community Action	20	
	PI1118 ET1981	Knowledge & Freedom	20	
	ED1201	Student Initiated Module		

## Programme Specification Template

	ED1202	Introduction to Education	20	
		Education for Everyone	20	
			20	
	Level 4		20	
		Students may also select as an option	20	
		Language Elective		
			20	

**15. Personal Development Planning**

PDP is embedded into the curriculum through a variety of reflective activities, such as: reflective portfolio work, peer interactive sessions, interactive discussions, tutorial appointments, formative assessment etc. (please see individual module descriptors for full details). Personal Tutorials can be scheduled for students on individual and group basis throughout the programme.

**16. Admissions criteria**

The University's standard entry requirements for degree level study in this subject is a minimum of :

- a) 260-300 points from A2 including GCSE English grade C or equivalent.
- b) BTEC min. Distinction, Merit, Merit (DDM)
- c) International students require IELTS 6.5 or equivalent

Applications from individuals with non-standard qualifications or relevant work / life experience who can demonstrate the ability to cope with and benefit from degree level studies are welcome. If you have not studied recently you may be invited for interview or need to undertake a foundation entry programme first. For details of those offered by the University, please contact Enquiry Management on 01772 892400.

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### International applications

We welcome applications from international students for full-time study and the application procedure previously described should be used. Forms and literature on studying in the United Kingdom are available from the British Council offices or British Embassies throughout the world. You can also find lots of information about living and studying in the UK on the

British Council's website [www.educationuk.org](http://www.educationuk.org).

### 17. Key sources of information about the programme

- Prospectus
- Fact Sheet
- RCS Web Page
- Education & Social Science Web Page
- Course Handbook
- Web-Site: includes programme information in terms of course content, progression routes, PGCE progression, careers, employability & community support, RCS field trips, the course team, research output etc.



Programme Specification Template

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
<b>LEVEL 6</b>	RB3990	Dissertation	COMP		X	X	X	X		X		X	X	X	X	X	X	X	X
	RB3001	Perceptions of Morality	COMP		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RB3005	Political Islam & Islamic Movements	COMP	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
	RB3003	Religion in a Global Village	COMP		X	X	X	X	X	X		X	X	X	X	X	X	X	X
	RB3200	Placement Module	O	X			X			X	X	X	X		X	X			X
	RB3007	Religion, Media & Culture	O		X		X		X	X	X	X	X	X	X	X	X	X	X

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	ED3215	The Education of Vulnerable People	O				X				X	X	X	X	X	X	X		
	ED3229	Education in Developing Countries	O				X				X	X	X	X	X	X	X		
	HY3054	India, Pakistan, Afghanistan since 1947 :International Conflict & Democracy	O		X		X	X			X	X							
	SO3004	Sexy bodies: gender, sexuality and the body	O								X	X		X	X	X	X		
	PI3004	Humanity, values & the environment	O				X					X	X	X	X		X	X	
	VO3007	Global Community Exchange	O											X	X				
	ET3981	Student Initiated Module	O	X			X		X			X		X	X	X	X	X	
	LEVEL 5	RB2241	Sacredness & Spirituality	COMP	X	X	X	X	X	X		X	X	X	X	X	X	X	X
		RB2001	Exploring Christian Theology	COMP	X	X	X	X		X			X	X	X	X	X	X	X
		RB2015	Contemporary Islam: Predicaments & Promises	COMP	X	X		X	X	X	X	X	X	X	X	X	X	X	X
SO2002		Sociology of Religion	COMP		X	X	X	X	X		X	X	X	X	X	X		X	
RB2000		Fundamentalism & Cultural Heritage	O	X	X		X	X	X	X	X	X	X	X	X	X	X	X	

Programme Specification Template

	PI2001	Philosophy of Religion	O			X	X	X	X	X		X	X	X	X	X	X	X
	HY2095	Cold War in Asia 1945-1989: History, Society & Conflict	O		X		X	X	X				X	X		X		X
	VO2001	Mentoring in the Community	O										X	X			X	X
	ET2981	Student Initiated Module	O	X			X			X			X		X	X	X	X
	ED2218	Experiential learning in Educational Settings	O				X					X	X	X	X	X	X	X
	ED2205	Sociology of Education	O				X						X	X	X	X	X	X
<b>LEVEL 4</b>	RB1334	Understanding Religion & Belief	COMP	X	X	X		X	X	X		X			X	X	X	
	RB1003	Dharma Religions	COMP	X	X			X	X	X		X		X		X		X
	RB1016	The Abrahamic Faiths	COMP	X	X	X	X	X		X		X	X		X	X	X	
	RB1017	Religion, Society and the State	COMP	X	X	X	X	X	X		X	X		X	X	X	X	X
	RB1014	Faith, Identity, Culture & Society	O					X	X						X	X	X	X
	SO1004	Media & Culture	O				X						X		X	X	X	X
	PI1118	Knowledge & Freedom	O			X			X			X	X	X	X		X	X

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HY1108	Nations & Empires in Asia: China, India, Japan and Thailand 1857- 1949	O		X		X	X				X	X	X		X		X
DF1161	An Introduction to British Sign Language	O												X	X		
ED1201	Introduction to Education	O									X	X	X	X		X	
ED1202	Education for Everyone	O				X					X	X	X	X	X	X	X
VO1006	Volunteering & Community Action	O				X		X			X	X	X	X		X	X
ET1981	Student Initiated Module	O	X			X			X		X		X	X	X	X	X
Level 4	Language Option	O											X	X			

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

**Programme Specification Template  
UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme 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 takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>13. Awarding Institution / Body</b>	University of Central Lancashire
<b>14. Teaching Institution and Location of Delivery</b>	Main Campus
<b>15. University School/Centre</b>	School of Education & Social Science
<b>16. External Accreditation</b>	N/A
<b>17. Title of Final Award</b>	BA (Hons) Humanities and Social Sciences (Foundation Entry): Non-award bearing programme: first stage of four-year degree course
<b>18. Modes of Attendance offered</b>	Full-time
<b>19. UCAS Code</b>	TBC
<b>20. Relevant Subject Benchmarking Group(s)</b>	N/A
<b>21. Other external influences</b>	N/A
<b>22. Date of production/revision of this form</b>	June 2015
<b>23. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study.</li> <li>• To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education.</li> <li>• To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education.</li> <li>• To introduce learners to a range of generic study skills related to learning formally and independently in higher education</li> <li>• To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning</li> <li>• To provide a structured and supported process for students to reflect upon their own</li> </ul>	

## Programme Specification Template

learning, performance and achievement to plan for their personal educational and career development.
<ul style="list-style-type: none"> <li>To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.</li> </ul>
<b>24. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
At the end of the programme, students will be able to demonstrate knowledge of the following. A1. The nature of Higher Education and its opportunities and challenges for the student A2. The attributes and knowledge required to embark on degree study and beyond. A3. Strategies for effective learning A4. Their personal strengths and weaknesses as learners
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>Lectures and seminars</li> <li>Directed study of textbooks and online resources</li> <li>Tutorial groups</li> <li>Self-directed study</li> <li>Class discussion</li> <li>workshops</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>Project/portfolio work</li> <li>Essay planning and essay writing</li> <li>Presentations</li> <li>On-line tests</li> <li>Group-work</li> </ul>
<b>B. Subject-specific skills</b>
At the end of the programme the students will be able to do the following. B1. Demonstrate a basic knowledge of the nature and scope of one or more subjects in the area of Humanities and Social Sciences. B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>Lectures and seminars</li> <li>Workshops</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>Essays</li> <li>Projects</li> </ul>
<b>C. Thinking Skills</b>
At the end of the programme the students will be able to do the following. C1. Demonstrate insight into, and engagement with, a variety of primary and secondary sources. C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students. C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments C4. Demonstrate basic skills of independent learning and research, including the ability to identify, marshal and evaluate relevant primary and secondary source materials C5. Demonstrate reflective decision making in planning for the next stage of their degree course.
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>Seminars and tutorials</li> </ul>

## Programme Specification Template

<ul style="list-style-type: none"> <li>• Direct and hands-on approach to source material, including e-sources</li> <li>• In class tasks and group work</li> <li>• Problem-based exercises</li> <li>• Workbook and guidance manuals</li> <li>• On-line tasks</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• presentations</li> <li>• reflective journal</li> <li>• PDP portfolio &amp; tasks</li> <li>• essay and essay plan</li> <li>• personal statement</li> <li>• research project</li> <li>• on-line testing</li> </ul>
<b>D. Other skills relevant to employability and personal development</b>
<p>At the end of the programme the students will be able to do the following.</p> <p>D1. Work independently, or with limited guidance, where appropriate</p> <p>D2. Make personal, educational and career action plans to support future development</p> <p>D3. Demonstrate basic transferable skills necessary for employability and personal development</p>
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• seminars and tutorials</li> <li>• In class tasks and group work</li> <li>• Problem-based exercises</li> <li>• Workbook and guidance manuals</li> <li>• On-line tasks</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• presentations</li> <li>• reflective journal</li> <li>• PDP portfolio &amp; tasks</li> <li>• essay and essay plan</li> <li>• personal statement</li> <li>• research project</li> </ul>

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 3 (F)	HUC110 Compulsory	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	20	<p><b>BA (Hons) Humanities and Social Sciences (Foundation Entry)</b></p> <p>Foundation Year requires completion of 120 credits at Level 3.</p> <p>Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes:</p> <p>FdA Community Leadership BA (Hons) Criminology and Criminal Justice FdA Criminology and Sociology BA (Hons) Criminology and Sociology BA (Hons) BSL/Deaf Studies BA (Hons) Education and Deaf Studies BA (Hons) Education and History BA (Hons) Education and Professional Studies BA (Hons) Education and Psychology BA (Hons) Education and Sociology BA (Hons) Film and Media Studies BA (Hons) History BA (Hons) History and Politics BA (Hons) Philosophy BA (Hons) Politics and Philosophy BA (Hons) Politics and Social Policy BA (Hons) Religion, Culture and Society BA (Hons) Sociology</p> <p>Students who exit after the Foundation year will receive a transcript of their modules and grades.</p>
	HUC111 Compulsory	DEVELOPING ACADEMIC KNOWLEDGE	20	
	HUC114 Compulsory	TARGET AWARD EXTENDED STUDY	20	
	HUC115 Compulsory	Learning by Experience	20	
	CJC101 Option	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	20	
	EDC101 Option	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	20	
	HYC101 Option	INTRODUCTION TO HISTORY	20	
	PIC101 Option	INTRODUCTION TO PHILOSOPHY	20	
	SOC101 Option	INTRODUCTION TO SOCIOLOGY	20	
	FIC001 Option	Film and Media Theory	20	
	ENC012 Option	Introduction to Literature	20	
	ENC013 Option	Introduction to Creative Writing		
	FZC004 Option	Key Themes in Archaeology	20	
	PSC005 Option	Introduction to Psychology	20	



**15. Personal Development Planning**

Personal Development Planning is supported primarily through the core module HUC112, Informed Decision Making. The aim of this module is to provide a structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. However the students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

**16. Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Students applying at age 18 will need to achieve minimum entry qualifications of 160 points at A level or equivalent. Non-standard, mature applicants will be interviewed by the Course Leader to assess their potential to benefit from the programme.

Students must be able to demonstrate competence in English Language to GCSE grade C level or its equivalent. Those who do not hold a qualification at this level or provide documentary evidence prior to entry will be expected to undertake an English assessment at the interview stage.

The English entry requirement for International or non UK students is an IELTS score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

Motivation, commitment and enthusiasm are also expected for entry on to the programme.

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<b>17. Key sources of information about the programme</b>
<ul style="list-style-type: none"><li>• UCLan website: <a href="http://www.uclan.ac.uk/study_here/undergraduate_study.php">http://www.uclan.ac.uk/study_here/undergraduate_study.php</a></li></ul>
<ul style="list-style-type: none"><li>• The Course Handbook</li></ul>
<ul style="list-style-type: none"><li>• The UCAS website: <a href="http://www.ucas.ac.uk/">http://www.ucas.ac.uk/</a></li></ul>

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes										
				Knowledge and understanding				Subject-specific Skills			Thinking Skills			

				A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	C5	D1	D2	D3
<b>LEVEL 3</b>	HUC110	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	COMP	√	√	√	√			√	√	√	√		√		√
	HUC111	DEVELOPING ACADEMIC KNOWLEDGE	COMP	√	√			√		√	√	√	√	√	√		√
	HUC114	TARGET AWARD EXTENDED STUDY	COMP					√	√	√	√	√	√		√		√
	HUC115	Learning by Experience	Comp	√	√	√	√			√	√	√	√		√		√
	CJC101	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	O					√	√	√	√	√	√	√	√	√	√
	EDC101	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	O					√	√	√	√	√	√	√	√	√	√

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HYC101	INTRODUCTION TO HISTORY	O						√	√	√	√	√	√	√	√	√	√
PIC101	INTRODUCTION TO PHILOSOPHY	O						√	√	√	√	√	√	√	√	√	√
SOC101	INTRODUCTION TO SOCIOLOGY	O						√	√	√	√	√	√	√	√	√	√
FIC001	Film and Media Theory	O						√	√	√	√	√	√	√	√	√	√
ENC012	Introduction to Literature	O						√	√	√	√	√	√	√	√	√	√
ENC013	Introduction to Creative Writing	O						√	√	√	√	√	√	√	√	√	√
FZ004	Key Themes in Archaeology	O						√	√	√	√	√	√	√	√	√	√
PSC005	Introduction to Psychology	O						√	√	√	√	√	√	√	√	√	√

## Programme Specification Template



Addendum to the Course Handbook for  
BA (Hons) Religion, Culture and Society  
2018

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	Programme specification	Amalgamation of two compulsory modules into one module on the Abrahamic Faith (RB1016), and the addition of a new compulsory module RB1017 Religion, Society and the State	January 2018
	Programme specification	Replacement of compulsory module RB2006 Quranic Studies with RB2015 Contemporary Islam	January 2018