

**Course Handbook**  
**BA Honours in Religion, Culture & Society**  
**2020-21**  
**Dr Carolyn King**  
**School of Humanities, Language and Global Studies**



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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.



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## 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:

Critically engage with 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

Identify and debate differing philosophies and theologies underpinning religious thought and tradition and apply both comparative and critical analysis to these concepts.

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

Knowledge & Understanding:

- Critically engage with one or more faiths, particularly focusing on UK religions/beliefs/faiths
- Explore 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
- Interrogate classical sources of tradition from one or more religious traditions at different periods of time within various social constructs
- Assess the complexity of thought in reference to primary and secondary sources from varying disciplines

Thinking Skills:

- Engage 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.
- Engage with autonomous learning and research skills in identifying and evaluating primary and secondary source materials.
- Critically assess and convey diverse opinions, theories and perspectives.

Engage with retrieval, utilisation, examination and evaluation of information, specifically relating to the effective use of IT mediums

Employability & Personal Development Skills:

- Effectively collect, analyse and evaluate information from a variety of sources
- Communicate ideas and arguments effectively to others both orally and in written form.
- Study independently managing deadlines, and displaying commitment to the principle and practice of life-long learning.
- 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 HSS 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. HSS 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:

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

## 1.2 Course Team

<b>Name</b>	<b>Position/Role</b>	<b>Room</b>	<b>Tel.</b>	<b>Email</b>
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).

## 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and 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, providing insight and direction to enable you to realise your potential.

For academic year 2020 – 21 Academic Advisors are as follows:

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

## 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 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 Christopher Greenough  
Senior Lecturer  
Theology & Religion  
School of Education  
Edge Hill University  
Ormskirk

## 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. RB2001) 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

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.

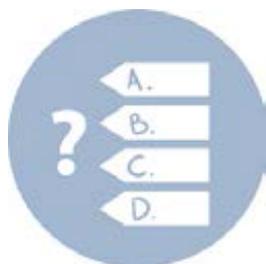
A module descriptor guide will be available to you via Blackboard and gives a comprehensive breakdown of each module offered on RCS as both compulsory and optional. This includes the module content, learning outcomes and assessments. Please be aware that some optional modules assess by examination.

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](#)

### **\*Important note for stage two (years two and three)**

Optional modules run on a Carousel Structure, this means that optional RCS modules run on alternate years so please check the time-table to see which modules are running in specific years. You can select any optional modules from the Carousel once you attain stage two level study. The course leader will discuss the Carousel Structure with you in depth at your progression meeting. Following this, you must also seek guidance from your Academic Advisor before making the final selection for progression.

## 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 Module Registration Options

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.

## 2.4 Study Time

### 2.4.1 Weekly timetable

Semesters are 12 weeks long, and you will study at least one module in semesters one and two. The other four modules (of your annual total of six) will be studied across the two semesters. Whilst we recommend that you try to study three modules per semester, we realise that this is not always possible.

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.

### 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

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>

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

### 3.4 Learning resources

#### 3.4.1 Learning and Information Services (LIS)



The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search

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.

### **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 Advisorials 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 strands within the course; these strands 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
- 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

Information on the support available is at: <https://www.uclan.ac.uk/students/>

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.

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)

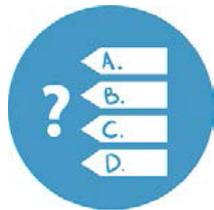
### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

## 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.

### 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

**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.
- 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.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common

understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 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 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.

## 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 Burnley College (Year 1 only)
<b>3. University School/Centre</b>	School of Humanities, Language and Global Studies
<b>4. External Accreditation</b>	No
<b>5. Title of Final Award</b>	BA Honours Religion, Culture & Society
<b>6. Modes of Attendance offered</b>	Full and Part Time
<b>7a) UCAS Code</b>	VL69
<b>7b) JACS Code</b>	L350
<b>7c) HECOS Code</b>	100626
<b>8. Relevant Subject Benchmarking Group(s)</b>	Religions & Theology
<b>9. Other external influences</b>	No
<b>10. Date of production/revision of this form</b>	November 2019
<b>11. Aims of the Programme</b> By the end of this course 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> </ul>	

- |   |
|---|
| <ul style="list-style-type: none"><li>• explored a range of implications relating to pluralistic societies in cross cultural communities</li></ul>  |
| <ul style="list-style-type: none"><li>• developed the ability to critically analyse one or more religious/faith traditions</li></ul>  |
| <ul style="list-style-type: none"><li>• a deep understanding of the political, social and cultural impacts of religious philosophies and belief systems within both local and global contexts</li></ul> |
| <ul style="list-style-type: none"><li>• engaged critically and analytically with classical and contemporary literature relating to the academic study of religion</li></ul>                             |
| <ul style="list-style-type: none"><li>• undertaken a focused exploration of religions in a UK context.</li></ul>  |

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Critically engage with one or more faiths, particularly focusing on UK religions/beliefs/faiths</p> <p>A2. Explore 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. Interrogate classical sources of tradition from one or more religious traditions at different periods of time within various social constructs</p> <p>A4. Assess the 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. Critically engage with 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. Identify and debate differing philosophies and theologies underpinning religious thought and tradition and apply both comparative and critical analysis to these concepts.</p> <p>B4. Evaluate religious influences both on culture and tradition within British societies and consider how personal and communal identities and motivations are shaped by religion (both constructive and destructive) and how important such identities are.</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, 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>
<b>C. Thinking Skills</b>
<p>C1. Engage 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. Engage with autonomous learning and research skills in identifying and evaluating primary and secondary source materials.</p> <p>C3. Critically assess and convey diverse opinions, theories and perspectives.</p> <p>C4. Engage with retrieval, utilisation, examination and evaluation of information, specifically relating to the effective use of IT mediums</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.

**Assessment methods**

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. Effectively collect, analyse and evaluate information from a variety of sources
- D2. Communicate ideas and arguments effectively to others both orally and in written form.
- D3. Study independently managing deadlines, and displaying commitment to the principle and practice of life-long learning.
- D4. 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)

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	RB3991	Religion, Culture & Society Dissertation	40	<p><b>BA (Hons) in Religion Culture and Society</b> 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> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6</p>
	RB3200	Religion, Culture & Society Placement	20	
	RB3001	Perceptions of Morality	20	
	RB3005	Political Islam and Islamic Movements	20	
	RB3007	Religion, Media & Culture	20	
	RB3008	Judeo-Christian Theology	20	
	RB3010	Faith Technology and Globalisation	20	
	HY3065	From Cold War to New Asia Pacific Order 1969-92: China, India, Japan, Korea and Vietnam	20	
	HY3054	India, Pakistan and Afghanistan during the Cold War 1947-92	20	
	VO3007	Global Community Exchange	20	
	SO3004	Sexy bodies: gender, sexuality and the body	20	
	PI3004	Humanity, Values & the Environment	20	
AL2437	Intermediate Arabic Language	20		
Level 6		Students may also select a Free Choice Elective as an option in consultation with the Course Leader at Level 5 or 6	20	
Level 5	RB2241	Sacredness & Spirituality	20	<p><b>Diploma of Higher Education in Religion Culture and Society</b> Requires 240 credits including a minimum of 100 at Level 5 or above</p>
	RB2000	Fundamentalism & Cultural Heritage	20	
	RB2001	Exploring Christian Theology	20	
	RB2010	Hinduism and Buddhism in the Modern World	20	
	RB2015	Contemporary Islam: Predicaments & Promises	20	
	RB2016	Cults, New Age & NRMs	20	
	RB2018	Transatlantic Religion	20	
	RB2999	Religion, Culture & Society Project	20	
	SO2002	Sociology of Religion	20	
	SO2023	Home in a changing world; issues and questions of home	20	
	HY2095	Cold War in Asia 1945-69: History, Society and Conflict	20	
	VO2001	Mentoring in the Community	20	
	PI2001	Philosophy of Religion	20	
	ED2205	Sociology and Education	20	
	AL1140	Post-Beginners' Arabic Language	20	
	Level 5			



## 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 \*

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

The University's minimum standard entry requirements for degree level study are 5 GCSEs, grade C or above, including Maths and English; plus a 12 unit profile equivalent to two subjects at advanced level (A2), 96 UCAS points at A2 or BTEC minimum Distinction, Merit, Merit

This programme places unusually exacting demands on students' English abilities, due to the quantity and complexity of the written material dealt with and produced. Accordingly, international students will require IELTS 7 average, with no score lower than 5.5

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.

## 17. Key sources of information about the programme

- Prospectus
- Fact Sheet
- RCS Web Page
- Humanities & 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.

## 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
LEVEL 6	RB3991	Religion, Culture & Society Dissertation	Comp		X	X	X	X		X		X	X	X	X	X	X	X	X
	RB3200	Religion, Culture & Society Placement	Option	X			X			X	X	X	X		X	X			X
	RB3001	Perceptions of Morality	Option		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RB3005	Political Islam and Islamic Movements	Comp	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
	RB3007	Religion, Media & Culture	Option		X		X		X	X	X	X	X	X	X	X	X	X	X
	RB3008	Judeo-Christian Theology	Option	X	X	X	X		X	X			X	X	X	X	X	X	X
	RB3010	Faith Technology and Globalisation	Option	X	X	X	X		X	X			X	X	X	X	X	X	X
	HY3054	India, Pakistan and Afghanistan during the Cold War 1947-92	Option		X		X	X					X	X					
	HY3065	From Cold War to New Asia Pacific Order 1969-92: China, India, Japan, Korea and Vietnam	Option		X		X	X					X	X					
	VO3007	Global Community Exchange	Option												X	X			
	SO3004	Sexy bodies: gender, sexuality and the body	Option			X			X	X	X	X	X		X	X			X
	PI3003	Humanity, Values & the Environment	Optional				X							X	X	X	X		X
	AL2437	Intermediate Arabic Language	Optional													X	X		

LEVEL 5	RB2241	Sacredness & Spirituality	Comp	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	
	RB2000	Fundamentalism & Cultural Heritage	Option	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RB2001	Exploring Christian Theology	Option	X	X	X	X			X			X	X	X	X	X	X	X	X
	RB2010	Hinduism and Buddhism in the Modern World	Option	X	X	X	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	X	X
	RB2016	Cults, New Age & NRMs	Option	X	X	X	X		X	X		X	X	X	X	X	X	X	X	
	RB2018	Transatlantic Religion	Comp		X	X	X	X	X	X		X	X	X	X	X	X	X	X	
	AL1140	Post-Beginners' Arabic Language	Option												X	X				
	RB2999	Religion, Culture & Society Project	Option	X			X			X			X		X	X	X	X	X	X
	SO2002	Sociology of Religion	Option		X	X	X	X	X		X	X	X	X	X	X	X	X		X
	SO2023	Home in a changing world; issues and questions of home	Option				X						X		X	X	X	X	X	
	HY2095	Cold War in Asia 1945-69: History, Society and Conflict	Option		X		X	X	X				X	X		X		X		
	VO2001	Mentoring in the Community	Option											X	X				X	X
	ED2205	Sociology and Education	Option				X						X	X	X	X	X	X	X	X
	PI2001	Philosophy of Religion	Option			X	X	X	X	X		X	X	X	X	X	X	X	X	X
LEVEL 4	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
	RB1014	Faith, Identity, Culture & Society	Option					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	Option	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X
	SO1004	Media & Culture	Option				X						X		X	X	X	X		

SO1115	Youth, Identity and Difference	Option				X					X		X	X	X	X		
	Nations and Empires in Asia: China, India, Japan and Thailand 1857-1949																	
HY1108		Option		X		X	X				X	X	X		X		X	
	Volunteering and Community Action																	
VO1006		Option				X		X				X	X	X	X		X	X
	Education for Everyone?											X	X	X	X	X	X	X
ED1202		Option				X						X	X	X	X	X	X	X
	Freedom and Determinism				X						X	X	X	X		X	X	
PI1003		Option																
AL1137	Beginners' Arabic Language													X	X			
	An Introduction to British Sign Language																	
DF1161		Option												X	X			

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of: BA in Religion Culture and Society**

On completion students will be able to:

- A1 Engage intellectually with one or more faiths.
- A2 Critically engage with historical and contemporary developments and key themes in theological thought pertaining to one or more religious traditions.
- A3 Identify diverse culture and tradition of different belief systems within a social context and engage with classical sources of tradition from one or more religious traditions
- A4 Engage with primary and secondary sources from varying disciplines
  
- B1 Evidence critical and comparative analysis into differing religious thought and tradition
- B2 Thoughtfully discuss religious influences both on culture and tradition within societies
- B4 Evidence knowledge of how communal identities and motivations are shaped by religion (both constructive and destructive)
  
- C1 Engage with analytical and critical thinking in written and oral forms
- C3 Assess and convey diverse opinions, theories and perspectives
  
- D2 Communicate ideas and arguments effectively to others both orally and in written form.
- D3 Study independently, manage deadlines and work with others as part of a team

### **Learning outcomes for the award of: Diploma of Higher Education in Religion Culture and Society**

On completion students will be able to:

- A1 Engage intellectually with one or more faiths.
- A3 Identify diverse culture and tradition of different belief systems within a social context and engage with classical sources of tradition from one or more religious traditions
- A4 Engage with primary and secondary sources from varying disciplines
  
- B1 Evidence critical and comparative analysis into differing religious thought and tradition
- B4 Evidence knowledge of how communal identities are shaped by religion (both constructive and destructive)
  
- C1 Engage with analytical and critical thinking in written and oral forms
- C3 Assess and convey diverse opinions, supported by evidence
  
- D2 Communicate ideas and arguments effectively to others both orally and in written form.
- D3 Study independently, manage deadlines and work with others as part of a team

### **Learning outcomes for the award of: Certificate of Higher Education**

On completion students will be able to

- A1 Engage intellectually with one or more faiths.
- A3 Identify diverse culture and tradition of different belief systems
  
- B1 Evidence comparative analysis into differing religious thought and tradition

B4 Evidence knowledge of how communal identities are shaped by religion

C1 Engage with comparative analysis in written and oral forms

C3 Discuss and convey diverse opinions

D2 Communicate ideas and arguments to others both orally and in written form.

D3 Study independently, manage deadlines and work with others as part of a team