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

Congratulations on gaining your place on the MA in Religion, Culture & Society within the School of Humanities and Social Science. The programme team extend a warm and friendly welcome and sincerely hope that you enjoy studying with us here at the University of Central Lancashire. The postgraduate programme is innovative, challenging and interesting and we hope you enjoy exploring a variety of themes relevant to Religion, Culture & Society.

This student handbook should answer most of the questions that you might want to ask during the first few weeks of your attendance about what you will be studying, when you will be required to attend and the requirements for successful completion of the programme.

Most of the information that you need to know as you start is located towards the front of the handbook with simple course diagrams for you to see exactly how the programme of study is organized. Towards the back of the handbook you will find sections on the academic regulations governing your particular award and issues such as how your course is quality assured. You can use the index at the front of the handbook to locate particular sections that you need to use as you progress through your course.

Information contained in this handbook will be discussed with you and other students on your course at introductory sessions and as you progress through the course. You will also be able to ask your course leader or Academic Advisor any further questions that you might have. If there is something that might have helped you to settle into your course that is not in this handbook, then let us know as we are always keen to improve the standard of our documentation for our students.

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

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:

Development and expansion in undergraduate studies in religion and belief, together with the expansion of national and international ‘faith awareness’ initiatives, has resulted in a high demand for postgraduate studies within this discipline.

The programme explores the impact and influence religion and belief has on social structures, community, politics, economics, policy (education), citizenship, culture & identity, sexuality, pluralism, spirituality, and national & international relationships. The MA also introduces critical
analysis of ethics, systems of belief, human rights and social justice issues and the application of these concepts within lived environments from diverse religious perspectives.

The programme is of interest to both graduates and practitioners who wish to specialise further in Religion, Culture & Society. Graduates may wish to extend their knowledge to prepare for academic and professional careers in the private or public sector, including local government, race relations officers, ministry, equality/diversity training officers, social services, social welfare, community development, youth work, research, education and communication support workers, lecturing in further or higher education. Practitioners may wish to update their knowledge or gain a higher qualification for personal or professional development.

The whole philosophy of the Religion, Culture and Society MA is to promote inclusively, encourage reflection on interfaith dialogue and highlight the important contribution religion and belief can make to community cohesion and the combating of religious prejudice and discrimination (QCA &DfES, 2004). The MA evaluates how and why the role of religion and culture has changed within society, and explores the impact and influence of religion and belief within economical, political and social constructs. Religion and faith is critically analysed within the framework of theistic and atheistic approaches to sexuality, spirituality, human rights, territory and space and cultural relationships. The application of classical and contemporary theological and philosophical concepts and theories of faith are examined in relation to lived environments.

The MA in Religion, Culture and Society embodies and supports the objectives outlined in the AHSS 2007-2012 strategy, is aligned to Theology and Religious Studies benchmarks, HEQ (2008) descriptors and is situated specifically within a social science framework. The course supports a pluralistic perspective on and within religion and belief traditions, and engages with a range of methods of study, explores a number of interesting and challenging modules and includes and a diversified range of assessment practices.

### Aims of the Programme – this programme aims:

<table>
<thead>
<tr>
<th>Aims</th>
<th>Details</th>
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<tbody>
<tr>
<td>To enable students to critically examine the impact and influence religion and belief has on social structures, community, politics, economics, policy (education), citizenship, culture &amp; identity, sexuality, pluralism, spirituality, and national &amp; international relationships.</td>
<td></td>
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<tr>
<td>To enable students to critically analyse ethics, systems of belief, human rights and social justice issues and apply these concepts within lived environments from diverse religious perspectives.</td>
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</tr>
<tr>
<td>To enable students to critically evaluate a range of theories and concepts relating to Religion, Culture &amp; Society.</td>
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</table>
To enable students to critically evaluate a range of theories and concepts relating to research methods and methodologies.

To provide an opportunity for students to undertake and complete an extended piece of research appropriate to MA level.

To further enhance students’ skills in academic writing, oral presentations, and facilitating structured debate.

<table>
<thead>
<tr>
<th>Learning Outcomes, Teaching, Learning and Assessment Methods</th>
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<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>Student will be able to:</td>
</tr>
<tr>
<td>A1. Critically engage with the major historical, theoretical and social trends that have forged contemporary faith communities</td>
</tr>
<tr>
<td>A2. Critically evaluate a variety of theories, concepts and analysis put forward by commentators when investigating changing structures within lived environments from diverse faith perspectives</td>
</tr>
<tr>
<td>A3. Examine the merits and challenges involved in using a variety of research methodologies</td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
</tr>
<tr>
<td>Lectures, seminars, guided research and self-study. Student led discussion and presentations.</td>
</tr>
<tr>
<td>The university’s eLearn platform may be utilised with some modules.</td>
</tr>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Witten Assignments, oral presentations (individual and/or group), student-led discussion, case studies, book reviews, debates and portfolios.</td>
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</tbody>
</table>

| **B. Subject-specific skills**                               |
| Students will be able to:                                    |
| B1. critically engage with relevant primary and secondary sources related to the study of religion, culture & society, demonstrating knowledge of how established techniques of research and enquiry are used to create and interpret knowledge. |
| B2. select valid and reliable methods of data collection and demonstrate critical evaluation of their application and limitations where necessary |
| B3. analyse, synthesise and evaluate complex evidence derived from an original research project. |
| **Teaching and Learning Methods**                            |
| Lectures, seminars, guided research and self-study. Student led discussion, debates, text reviews and presentations. |
| The university’s eLearn platform may be utilised with some modules. |
| **Assessment methods**                                       |
Written assignments, oral presentations (individual and/or group), student-led discussion, case studies, debates and portfolio.

### C. Thinking Skills

Students will be able to:

- **C1.** develop critical analysis in written coursework
- **C2.** engage in autonomous learning and research skills in identifying and evaluating primary and secondary source materials
- **C3.** engage in assessed debate and discussion surrounding specific issues raised within the programme demonstrating conceptual understanding that enables evaluation and critical analysis.

#### Teaching and Learning Methods

Lectures, seminars, guided research and self-study. Student led discussion and presentations.

The university’s eLearn platform may be utilised with some modules.

#### Assessment methods

Written assignments, oral presentations (individual and/or group), student-led discussion, case studies, debates and portfolio.

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

Students will be able to:

- **D1.** problem solve, investigate and research independently
- **D2.** communicate reflective, evaluative and reasoned argumentation clearly in written and oral form
- **D3.** process, synthesise and interrogate complex information and theories, exercising initiative and personal responsibility
- **D4.** act autonomously, use initiative, be self reflective and act constructively in planning and implementing tasks at a professional or equivalent level.

#### Teaching and Learning Methods

Lectures, seminars, guided research and self-study. Student led discussion and presentations.

The university’s eLearn platform may be utilised with some modules.

#### Assessment methods

Written assignment, oral presentations (individual and/or group), student-led discussion, case studies, debates and portfolio.
1.2 Course Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Room</th>
<th>Tel.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Carolyn King</td>
<td>Programme Leader for Religion, Culture &amp; Society</td>
<td>LH117</td>
<td>(89)5060</td>
<td><a href="mailto:cking@uclan.ac.uk">cking@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Dr Caroline Blunt</td>
<td>Lecturer in Sociology</td>
<td>LH117</td>
<td>(89)3027</td>
<td><a href="mailto:cblunt1@uclan.ac.uk">cblunt1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Dr Mahmood Chandia</td>
<td>Senior Lecturer in Religion, Culture &amp; Society</td>
<td>LH107</td>
<td>(89)3093</td>
<td><a href="mailto:mchandia@uclan.ac.uk">mchandia@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Dr Carl Morris</td>
<td>Lecturer in Religion, Culture &amp; Society</td>
<td>LH119</td>
<td>(89)3982</td>
<td><a href="mailto:Cjmorris2@uclan.ac.uk">Cjmorris2@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Frank Harrington</td>
<td>Senior Lecturer in Religion, Culture &amp; Society and Deaf Studies</td>
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<td>(89)3107</td>
<td><a href="mailto:fjharrington@uclan.ac.uk">fjharrington@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Dr Peter Lucas</td>
<td>Course Leader for Philosophy</td>
<td>LH120</td>
<td>(89)2548</td>
<td><a href="mailto:plucas1@uclan.ac.uk">plucas1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Dr Niall Scott</td>
<td>Senior Lecturer in Philosophy</td>
<td>LH107</td>
<td>(89)2540</td>
<td><a href="mailto:nwrscott@uclan.ac.uk">nwrscott@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Dr Peter Herissone-Kelly</td>
<td>Senior Lecturer in Philosophy</td>
<td>LH120</td>
<td>(89)2544</td>
<td><a href="mailto:PNHerissonekelley@uclan.ac.uk">PNHerissonekelley@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

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.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following 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.

**Foster Building FB058**

telephone: 01772 891990/891991

email: FosterHub@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 in Theology and Religion
Edge Hill University
Faculty of Education,
St Helens Road,
Ormskirk,
L39 4QP
2. Structure of the course

2.1 Overall structure

The MA programme follows a simple structure. It is comprised of 6 taught modules (worth 20 credits each) and a dissertation (worth 60 credits). The overall programme is made up of 180 credits at level 7.

Compulsory & Optional Modules

There are three compulsory modules: RB4000 Religion & Society; RB4014 Research Methods and RB4006 Dissertation. All other modules are optional and you can select which modules you wish to study from the table below (section 2.2).

Please note: The optional modules on the MA run on a Carousel Structure, this means they run alternatively over a two-year cycle. There is a table is section 2.2 exampling the Carousel.

Full-time study over 1 calendar year

You will be expected to study six modules in total plus a dissertation: three modules in semester one (September to December), three modules in semester two (January to May) and your dissertation in semester three (April to August).

Studying part-time over two or three years

If you are taking the part-time route, you will normally agree an individual study plan with the course leader. You will have the opportunity to complete the programme in either two or three years. The maximum number of modules you can study in one year as a part time student is four, and you may study them in the order best suited to your needs. You are advised to engage with RB4014 ‘Research Methods ’ as a priority because this module underpins the development and/or advancement of your research skills, and will equip you with the knowledge and understanding required to successfully complete the course. Your dissertation MUST be studied last as this is your final piece of work.
# 2.2 Modules available

<table>
<thead>
<tr>
<th>Module</th>
<th>Indicative Content</th>
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<tbody>
<tr>
<td><strong>RB4000 Religion &amp; Society</strong></td>
<td>Within the context of British social and cultural reform since 1945: the module will explore the impact and influence religion has on social structures, community, politics, economics, policy (education), citizenship, culture &amp; identity, pluralism, and national &amp; international relationships. There will be a focus on changing policy, particularly relating to pluralism, multiculturalism, community cohesion, social cohesion, citizenship and British Values. The module also explores the impact of Brexit on faith communities and ethnic minority groups.</td>
</tr>
<tr>
<td><strong>RB4001 God, Sex &amp; Contemporary Britain</strong></td>
<td>The decisions and choices that individuals make about their sexuality are affected not only by their personalities and personal identities, but by the faith into which they are born, or which they choose to follow, and the teachings of that faith. There is often conflict between the ideological stand taken by a particular faith, and the freedom of the individual to explore their personal sexuality. This module will explore sociological and cultural approaches to sexuality within the context of contemporary Britain, and consider the interplay between contemporary social theories of sexuality and the key theological perspectives of the 3 Abrahamic faiths.</td>
</tr>
<tr>
<td><strong>RB4003 Contemporary Spirituality</strong></td>
<td>This module will incorporate an exploration of younger, contemporary spiritual paths in Britain, the USA and Europe, particularly in relation to their social context and will critically examine the strands of change, continuity and possible conflicts within them. In particular, the module will focus upon issues that arise within new religious movements (NRMs) contemporary sects, cults and spiritualties. The module will encourage students to use interdisciplinary approaches in their critical examination of these areas.</td>
</tr>
<tr>
<td><strong>RB4004 Reason, Faith &amp; Logos</strong></td>
<td>This module traces the history and transformations of the concept of <em>logos</em> in the European philosophical tradition - from the Ancient Greeks, to St. Thomas Aquinas, to Nietzsche and Heidegger - introducing key themes in the philosophy of religion along the way. It will provide you with a distinctively philosophical vantage point on religious belief, and equip you critically assess a range of views of the relationship between reason and belief.</td>
</tr>
<tr>
<td><strong>RB4006 Dissertation</strong></td>
<td>The final requirement of the MA programme is a dissertation (12,000 words) that demonstrates scholarship in the area of Religion, Culture &amp; Society. Two initial timetabled sessions will be scheduled to explore the requirements of an MA level dissertation.</td>
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</tbody>
</table>
While writing a dissertation is largely an independent task, regular meetings with an assigned supervisor will be organised by appointment.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>RB4008</td>
<td>Contemporary Islam</td>
<td>This module examines Islamic history and civilisation, past and contemporary theories of the relationship of faith and state, and a critical assessment of the social manifestation of this via a critical examination of contemporary Islamic jurisprudence in light of case studies. This will be followed by examining the experiences of Muslims in Europe and North America. The module will also consider the history of Muslim migration, the development of Muslim religious and social resources, and the relationship between Muslims and European/North American states. This will include an examination of the rise of Muslim minority consciousness and identity, alongside a consideration of new Muslim networks and imaginaries in a global context.</td>
</tr>
<tr>
<td>RB4009</td>
<td>The Abrahamic Faiths</td>
<td>For the Abrahamic Faiths (Judaism, Christianity and Islam) there have been key theological developments in the establishment of doctrinal and textual traditions. These theological developments express both moments of divergence as well as theologies held in common to these three core faith traditions articulated by key teachers/theologians and philosophers who have led these developments. This module will give student an in depth insight into the theological foundations to the Abrahamic faiths as emerging from their scriptural source and leading on to the interpretation by theologians, both historical and contemporary. By looking at the work of classical writers and thinkers such as Augustine, Chrysostom, Aquinas, Maimonides, Al Ghazali and Averroes, mystics such as Catherine of Sienna and Theresa of Avila, and more modern theologians including Thomas Merton, Fergus Kerr and Ruth Burrows, the module will seek to understand the origins and impact these theological developments have had on the faiths in question.</td>
</tr>
<tr>
<td>RB4010</td>
<td>Specialist Project</td>
<td>The Specialist Project is an approved scheme of study which is undertaken on a topic or area agreed with the Course Leader and which is not currently included in the curriculum. The module aims to provide the opportunity for course members to pursue ideas, concepts and theories or research areas of particular interest that will add greater diversity to individual programmes of study. The module specifically aims to provide students with an opportunity to demonstrate MA level capacity for autonomous learning and professional development. Please be aware that this module must be negotiated and approved by the Course Leader and is dependent on the availability of staff with specialist knowledge in the area you wish to study.</td>
</tr>
<tr>
<td>RB4011</td>
<td>Religions of Asia</td>
<td>Taking global politics as a theme, this module examines the rise of China, India and South East Asia by tracing back the religious roots of Hinduism, Buddhism, Confucianism and Taoism. It considers the histories, mythologies, practices and philosophies within these traditions and considers how they might affect a changing international order. The module</td>
</tr>
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will provide a detailed examination of topics that will include, for example, the legacy of the Hindu epics on Indian nationalism, Buddhism and the Tibetan independence movement, Taoism and spirituality, and the links between Confucianism and Communism.

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<tr>
<th>Module Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>RB4012</td>
<td>Religion, Post-Colonialism and the Global South</td>
<td>This module examines the theme of global dialogue and debate within the post-colonial context of the ‘global south’ (i.e., Africa, Latin America and South East Asia). The module focuses on the way in which various Western concepts – such as a particular understanding of ‘modernity’ (i.e., as secular and rationalistic) – are not always appropriate for understanding social change in the global south. The module considers the relationship between different faith traditions and wider global discourses, especially around the overlapping contexts of indigenous, colonial/post-colonial and post-modern traditions. There is an examination of the impact of globalised media technologies and political discourses on national and local traditions, as well as a consideration of the influence of transnational ideologies/movements that range from Islamism and the Prosperity Gospel to Marxism and neo-capitalism.</td>
</tr>
<tr>
<td>RB4013</td>
<td>Interfaith Dialogue, Technology and Pluralism</td>
<td>The module facilitates critical reflection on the way institutional cultural forms and structures have evolved as a result of faith based developments. To this end, the module deliberates upon examples of multi-faith societies that championed faith value-based pluralism (e.g. Andalusia, Sicily, India, etc. between the 8th and 20th centuries, CE). It also evaluates the tensions and triumphs of plural societies and the dominant issues faith leaders contend with, such as: secularism and faith; interfaith non-faith dialogue; faith law communities and secular law; violence and religion; faith adherence and the state; citizenship and sexuality; technology, faith and ethics; etc.</td>
</tr>
<tr>
<td>RB4014</td>
<td>Research Methods</td>
<td>This module offers students insight into the varied aims of, rationales for and approaches to knowledge production and research. Broad divisions such as between qualitative and quantitative, primary and secondary research are outlined whilst offering students resources and opportunity to critically examine these categorisations. Particular quantitative and qualitative methods of research are outlined, with an emphasis on secondary research and analysis most relevant to their dissertation. Debates around the criteria by which quality of research may be appraised, including debates around values and research are highlighted. Students are supported to develop a research proposal, giving an opportunity to showcase and apply understanding.</td>
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</table>
2.3 Course requirements

To gain an MA Award in Religion, Culture & Society (RCS) students require 180 credits at Level 7 (the full course). Students may also exit with a PG Diploma in Religion Culture & Society, which requires 120 credits at level 7 or a PG Certificate in Religion Culture & Society, which requires 60 credits at Level 7. For full details please see the RCS Programme Specification.

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.

2.3 Module Registration Options

Students reading for the MA have opportunities to continue study at Doctoral Level on completion of the course. This can be discussed with your Academic Advisor or Course Leader at any time during your study here at UCLan.

2.4 Study Time

2.4.1 Weekly timetable

Semesters are 12 weeks long, and full time student should study three modules in each semester and the dissertation in semester three. Part-time students planning a two year route are advised to study three modules per year and dissertation in the last semester of the third year. Students planning a three year route should study at least one module in semesters one and two and dissertation in the last semester of the third year. Please take advantage of academic advice on study routes and also tutorial support whilst on the course.

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

2.4.2 Expected hours of study

For the full-time programme, you will have a full working week taking the modules and, in the final semester, researching and writing your dissertation. You will spend on average 2 hours per module per week in seminar or lecture rooms, and outside of those there will be reading, preparing, studying, writing essays or completing assignments. Studying at the Master’s level is an intensive occupation, which requires (and develops) the ability to plan your work as well your working day.
The dissertation module
You will be required to complete a dissertation of 12,000 words on an approved topic. This gives you the opportunity to focus on an area that interests you, or an area which will have positive benefits in your chosen career, and develop your own topic of research. This module is not taught in timetabled classes, but it is supported by a two introductory sessions as well as the Introduction to Conceptually-based Research Module.

It is a good idea to start thinking about a dissertation topic early in the programme. You will find that your ideas change and develop, but the process of going through these changes is more likely to ensure the final topic you settle on is of high quality than if you leave things to the beginning of the dissertation semester. You will be asked to submit a preliminary dissertation proposal towards the middle of the second semester (for part-time students: your penultimate semester), after which you will be assigned a supervisor. You are encouraged to contact your supervisor for an initial discussion as soon as possible. If you wish to change supervisors, or if you have strong reasons to work with a particular supervisor, you can make this known to the course leader. However, we cannot guarantee availability of supervisors and the decision as to who will be your supervisor rests ultimately with the course team.

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

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.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

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
The MA in Religion, Culture & Society utilises a wide range of teaching and learning strategies. Teaching takes place in different ways. In regular class contact time you may have lectures, seminars, workshops or other activities such as student led discussion. In addition you may have individual or small group tutorials for some aspects of your work.
Although some of your learning will result from the direct input of teaching staff, you can also learn by actively participating in seminars and workshops whenever you have an opportunity. In such situations you can learn from the challenge of thinking through and voicing your own ideas. You can also learn from other students (forming a reading group or study group is strongly encouraged) and the discussion that may arise from competing ideas. It is expected that you are an independent learner who can critically reflect on the development of your academic and employability focussed skills (see 3.5).

Teaching does not begin and end in the lecture or seminar room, and you should always feel that you can approach tutors for information and advice. In order to help you, tutors designate several hours per week during which they are available to see students individually. The dates and times of these appointments will be posted on the tutor’s office door. Other times are available by special arrangement with the tutor, and students may sometimes be seen on a drop-in basis if the tutors are free.

3.3 Study skills

‘Ask Your Librarian’

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?"

Most students starting the MA programme would be expected to already have mastered a range of study skills at undergraduate level. However, some students may have taken their first degree courses several years ago. While advice can always be sought from your tutors, UCLan also offers free study skills workshops on numerous topics. These include:
WISER https://www.uclan.ac.uk/students/study/wiser/index.php
LIS https://www.uclan.ac.uk/students/study/

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 about you recognising your own learning needs and areas of skill, and using the course and university facilities effectively to develop yourself further as well as pass modules that contribute to your award. Many of your modules will have elements of personal development embedded within them as part of their content and design. However, personal development requires you to actively consider and identify your own learning needs, how you will meet these needs, which skill areas you need to improve upon and how you can acquire them. PDP is embedded throughout the postgraduate programme, implicitly through module and course design, and explicitly by providing time for consideration, reflection, planning and encouraging active achievement.

When considering your own personal development aims, the following questions may help:

- What do I hope to gain from my postgraduate course?
- What academic skills have I already developed and which do I need to develop further or improve on?
- Which skills can I develop that will help me with my career plans?
- How do I rate my own skills against those that I am going to be assessed against?
- How do I become a more effective independent learner?
- Which library/research skills am I good at and how can I improve them further for postgraduate study?
- Are my IT skills good enough to participate fully in the course, which areas could I improve on to gain the most from my course?
• What strengths do I bring to this course, what are my weaknesses, how do I build on my strengths and develop my weaknesses?
• What personal goals will I need to set myself to achieve the standards required of postgraduate study?
• How do I monitor my progress and use this as an effective tool?
• What can I learn from reflecting on this process?
• What can I take from this experience into my future career and how do I continue to keep learning?
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. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

**Careers** offers a range of support for you including:-

- 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/](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.

**Course Representatives (Course Reps)**

Course representatives are students from the course who volunteer to act as the spoke’s person for all RCS course students in their year – they are extremely important people. They feedback the opinions of their peers on their course to the staff twice a year. This is done at the course Staff Student Liaison Meeting, which are once per semester. The Course reps collate the views and concerns of their peers before the meetings, and then feedback any actions agreed afterwards. Course level and university level issues are usually raised at these meetings and the SLOs help to feed university level issues to the appropriate services or groups. Course reps are in high demand across the university and are often invited to focus groups and reviews to feed in the views from the student body.
4.1 Academic Advisors

Each student studying the MA has a dedicated Academic Advisor who remains with you 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 - 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

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 where 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:


Accessed 9th 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 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.

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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; you will be notified about this by the SU and also your Course Representatives.

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.
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**

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td><strong>2. Teaching Institution and Location of Delivery</strong></td>
<td>UCLan, Preston</td>
</tr>
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<td><strong>3. University School/Centre</strong></td>
<td>School of Humanities and Social Science</td>
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<td><strong>4. External Accreditation</strong></td>
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<td><strong>5. Title of Final Award</strong></td>
<td>MA Religion, Culture &amp; Society</td>
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<td><strong>6. Modes of Attendance offered</strong></td>
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</tr>
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<td>7b) JACS Code</td>
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<td>Benchmarking Group(s)</td>
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<td>9. Other external influences</td>
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<td>10. Date of production/revision of this form</td>
<td>December 2018</td>
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<td>11. Aims of the Programme – this programme aims:</td>
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<tr>
<td>To enable students to critically examine the impact and influence religion and belief has on social structures, community, politics, economics, policy (education), citizenship, culture &amp; identity, sexuality, pluralism, spirituality, and national &amp; international relationships.</td>
<td></td>
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<tr>
<td>To enable students to critically analyse ethics, systems of belief, human rights and social justice issues and apply these concepts within lived environments from diverse religious perspectives.</td>
<td></td>
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<tr>
<td>To enable students to critically evaluate a range of theories and concepts relating to Religion, Culture &amp; Society.</td>
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</tr>
<tr>
<td>To enable students to critically evaluate a range of theories and concepts relating to research methods and methodologies.</td>
<td></td>
</tr>
<tr>
<td>To provide an opportunity for students to undertake and complete an extended piece of research appropriate to MA level.</td>
<td></td>
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<tr>
<td>To further enhance students’ skills in academic writing, oral presentations, and facilitating structured debate.</td>
<td></td>
</tr>
</tbody>
</table>
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

Student will be able to:

A1. Critically engage with the major historical, theoretical and social trends that have forged contemporary faith communities

A2. Critically evaluate a variety of theories, concepts and analysis put forward by commentators when investigating changing structures within lived environments from diverse faith perspectives

A3. Examine the merits and challenges involved in using a variety of research methodologies

#### Teaching and Learning Methods

Lectures, seminars, guided research and self-study. Student led discussion and presentations.

The university’s *eLearn* platform may be utilised with some modules.

#### Assessment methods

Witten Assignments, oral presentations (individual and/or group), student-led discussion, case studies, book reviews, debates and portfolios.

#### B. Subject-specific skills

Students will be able to:

B1. Critically engage with relevant primary and secondary sources related to the study of religion, culture & society, demonstrating knowledge of how established techniques of research and enquiry are used to create and interpret knowledge.

B2. Select valid and reliable methods of data collection and demonstrate critical evaluation of their application and limitations where necessary

B3. Analyse, synthesise and evaluate complex evidence derived from an original research project.

#### Teaching and Learning Methods

Lectures, seminars, guided research and self-study. Student led discussion, debates, text reviews and presentations.
The university’s *eLearn* platform may be utilised with some modules.

**Assessment methods**

Written assignments, oral presentations (individual and/or group), student-led discussion, case studies, debates and portfolio.

**C. Thinking Skills**

Students will be able to:

C1. develop critical analysis in written coursework

C2. engage in autonomous learning and research skills in identifying and evaluating primary and secondary source materials

C3. engage in assessed debate and discussion surrounding specific issues raised within the programme demonstrating conceptual understanding that enables evaluation and critical analysis.

**Teaching and Learning Methods**

Lectures, seminars, guided research and self-study. Student led discussion and presentations.

The university’s *eLearn* platform may be utilised with some modules.

**Assessment methods**

Written assignments, oral presentations (individual and/or group), student-led discussion, case studies, debates and portfolio.

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

Students will be able to:

D1. problem solve, investigate and research independently

D2. communicate reflective, evaluative and reasoned argumentation clearly in written and oral form

D3. process, synthesise and interrogate complex information and theories, exercising initiative and personal responsibility
D4. act autonomously, use initiative, be self reflective and act constructively in planning and implementing tasks at a professional or equivalent level.

### Teaching and Learning Methods

Lectures, seminars, guided research and self-study. Student led discussion and presentations.

The university’s *eLearn* platform may be utilised with some modules.

### Assessment methods

Written assignment, oral presentations (individual and/or group), student-led discussion, case studies, debates and portfolio.
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>Level 7</td>
<td>RB4000</td>
<td>Religion &amp; Society</td>
<td>20</td>
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<tr>
<td></td>
<td>RB4001</td>
<td>God, Sex &amp; Contemporary Britain</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>RB4003</td>
<td>Contemporary Spirituality</td>
<td>20</td>
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<td></td>
<td>RB4004</td>
<td>Reason, Faith &amp; Logos</td>
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<td></td>
<td>RB4014</td>
<td>Research Methods</td>
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<td>RB4006</td>
<td>MA Dissertation</td>
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<td></td>
<td>RB4008</td>
<td>Contemporary Islam: Challenges and Opportunities</td>
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<td></td>
<td>RB4009</td>
<td>The Abrahamic Faiths</td>
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<td>RB4010</td>
<td>Specialist Project</td>
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<td>RB4011</td>
<td>Religions of Asia</td>
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<td>RB4012</td>
<td>Religion, Post-Colonialism and the Global South</td>
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<td></td>
<td>RB4013</td>
<td>Interfaith Dialogue, Technology and Pluralism</td>
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### 14. Awards and Credits*

- **MA in Religion, Culture & Society**
  - Requires 180 credits at Level 7
- **PG Diploma in Religion Culture & Society**
  - Requires 120 credits at Level 7
- **PG Certificate in Religion Culture & Society**
  - Requires 60 credits at Level 7

### 15. Personal Development Planning

PDP is developed throughout the programme through the encouragement of personal reflection and self-awareness. Academic Advisors (for example, to discuss assessment feedback) can be scheduled for students on individual and group basis throughout the taught element of the programme. Each student is allocated an Academic Advisor who is the primary support contact during PG study. There are also 6 hours of individual supervision built into the dissertation module.

### 16. Admissions criteria *
Minimum: a second class honours degree in a relevant subject discipline or equivalent qualification. Students with non-traditional qualifications will be considered on a case-by-case basis.

Non-native speakers of English need to demonstrate a level of English broadly equivalent to an IELTS 7.0 or Band C1 on the Common European Framework. Applicants must be able to produce original certificates to prove their English language level. Please note that A UCLAN English Language Examination at C1 is also available via the School of Languages & International Studies. Forms and literature about studying in the United Kingdom are available from the British Council offices or British Embassies throughout the world. You can also find a lot of information about living and studying in the UK on the British Council’s website (www.educationuk.org).

The University will also consider applications for prior learning (certificated or experiential) which fulfils some of the learning outcomes of a course for admission with credit to an appropriate point on that course. Students may apply either before or after they commence study on the programme.

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

- University Website, School Humanities & Social Science website, RCS MA web-site
- Factsheet
- Programme Handbook
- Theology & Religious Benchmarks
- Postgraduate subject Benchmarks
- Descriptor for HEQ at Level 7 (QCA, 2017)
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<th>Level</th>
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<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<tr>
<td>Level 7</td>
<td>RB4000</td>
<td>Religion &amp; Society</td>
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<td>X</td>
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<td>RB4008</td>
<td>Contemporary Islam: Challenges and Opportunities</td>
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Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.
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Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example a student may be able to critically analyse something by the time that they complete the target award but at diploma level they might only be able to outline it and at certificate level list.

For a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of: PG Diploma in Religion Culture & Society**

A1 Critically engage with the major historical, theoretical and social trends that have forged contemporary faith communities

A2 Critically evaluate a variety of theories, concepts and analysis put forward by commentators

B1 Engage with relevant primary and secondary sources related to the study of religion, culture & society

C2 Apply autonomous learning, problem solving and research skills

C3 Engage in debate and discussion surrounding specific issues raised within the programme and apply conceptual understanding, evaluation and critical analysis.

D2 Communicate reflective, evaluative and reasoned argumentation clearly in written and oral form

**Learning outcomes for the award of: PG Certificate in Religion Culture & Society**

A1 Critically engage with the major historical, theoretical and social trends that have forged contemporary faith communities

C2 Apply autonomous learning, problem solving and research skills

C3 Engage in debate and discussion surrounding specific issues raised within the programme

D2 Communicate reflective, evaluative and reasoned argumentation clearly in written and oral form