Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Religion + [ ] programme specifications a work in progress</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>BA Hons &amp; BA (Joint)</td>
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<tr>
<td>Faculty</td>
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<td>Division (if applicable)</td>
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<td>UCAS Code (UG only)</td>
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<td>Religion is only taken as a joint honours degree:</td>
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<tr>
<td></td>
<td>English Studies and Religion QV36 (UCX12 ENGREL)</td>
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<td></td>
<td>Film and Media and Religion VP63 (UCX12 FMSREL)</td>
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<td>Mode of Study</td>
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<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
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<td>Admission Points</td>
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<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
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<td>Length of Programme</td>
<td>4 years</td>
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<td>SCQF Level</td>
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## Section 2 Overview

### PROGRAMME SUMMARY

**A comprehensive summary of the programme.**

The Religion Programme aims to generate a deep critical awareness of our increasingly complex world by means of familiarising students with the discourse of religion that continues to play a central role in its making. The programme develops skills for in-depth study of ontologies, seminal texts, practices and theologies in a variety of global contexts, and of the interface between the ‘religious’ and what is variously defined as political, ethical, gendered, aesthetic or creative aspects of differing global communities. Through this critically interdisciplinary approach, we aim to equip students with the ability to discern, address and negotiate between plurality and difference within societies and their traditions and perceived realities; to foster empathetic engagement with both familiar and unfamiliar viewpoints, to promote self-critical awareness of presuppositions, and to encourage critically constructive analysis and argument that leads to the possibility of change.

**Key Features of the Programme (including what makes it distinctive)**

Religion at Stirling is distinguished in its critical approach. It is critical, not the least because it does not simply explore areas of experience generally described as ‘religious’ or ‘secular’ but also places these categories themselves under the microscope.

**Part-time study**

Part-time programmes at undergraduate level can be negotiated. The maximum period for completion of a named honours degree programme is 11 years from commencement.

### PROGRAMME AIMS

**Overarching Programme Aims**

On successful completion of this Religion programme, you should be able to:

1. Understand what is meant by critical thinking in respect of discourses including but not limited to ‘the religious’ and ‘the secular’.
2. Address the problematics of difference and thus be in a position to help develop relevant practices of ethically informed negotiation.
3. Indicate some specialized knowledge of important aspects of cultural diversity (within certain defined global contexts).

### WHAT WILL I BE EXPECTED TO ACHIEVE?

**Detailed Learning Outcomes**

On successful completion of this Religion programme, you should be able to:

1. To develop a critical understanding of key concepts, theoretical approaches and values incorporated in the discourse of ‘Religion’.
2. To develop knowledge of the histories, theologies and practices of important global traditions such as Christianity and Islam.
3. To develop theoretical formations which can be filled out with a variety of contents and generate informed
questions.
4. To develop the ability to discriminate and the ability to see connections.
5. To develop the ability to apply a comparative perspective across time and space

Intellectual, Practical and Transferable Skills and other attributes:

1. Generic/Transferable
   • The critical analysis of key cultural ontologies, texts and practices
   • Research skills such as the gathering and interpretation of data
   • The ability to argue rationally, and make a case
   • Library and IT skills
   • Communication in group work
   • Making presentations
   • Essay writing
   • Project Management

Values and Attitudes:
1. Critical acuity
2. Empathy
3. Respect for difference
4. Intellectual honesty and academic integrity
5. Leadership and responsibility

HOW WILL I LEARN?
Outline of the teaching methods and approach to be used on the programme.
Most undergraduate teaching in the first two years takes place through a combination of lecturing in large lecturing halls and teaching and discussion in seminar rooms for which students need to prepare by reading materials prescribed and suggested in module handbooks that are usually available online if not in the library. Every module will include the assessment of essays and in many cases, students are also required to make presentations which may or may not be assessed. In the third and fourth years, class teaching and discussion in smaller seminar rooms becomes the norm and it is just as important that students undertake the prescribed reading.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Outline of the assessment methods and approach to be used on the programme.

Types of Assessment in Religion will include
Writing critical essays of increasing length through the programme
Giving presentations in groups or individually
Keeping a learning journal
Preparing and undertaking a debate
Leading group discussions on pre-determined readings and/or questions
Very occasionally you may be asked to try a less analytical exercise such as making a physical representation (photograph/picture/sculpture) of something or trying a form of creative writing.

Assessment and Assessment Criteria
Assessment criteria for all assessed work is included in module handbooks.

Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations
Highlight any exceptions to the assessment regulations for this programme
N/A

If you would like to know more about the way in which assessment works at the University of Stirling, please see
WHAT WILL I STUDY?
To achieve the learning outcomes specified, the Religion Programme has developed teaching and learning strategies that draw on a variety of methods of assessment. We use teaching methods appropriate to the development of students’ knowledge and skills.

The First Year
The first year core modules (RELU911, Religion, Ethics and Society and RELU912 Religion, Colonialism & Nationalism) have large student numbers. Lectures are used to introduce students to key issues and concepts such as progress and conflict, postcolonialism, or the problematics of representing ‘religion’ as a defined entity or thing, and to guide their independent reading as an essential part of the learning process. Feedback questionnaires are used to assess the effectiveness of lectures for this purpose. Lectures are complemented by seminars at which students present papers and/or a particular reading, or questions centered on a particular reading are discussed.

The Second Year
The second year consolidates and develops the skills introduced in the first year. Here we have the core modules RELU913, Religion in Culture: Problems of Representation and RELU914 Theory & Method, a level 9 Module which begins to develop and intensify students’ knowledge and understanding of key theories and methodologies specific to Religion.

The Third Year
The third year contains a core module, RELU9R5 (Religion and Postcolonialism) which at level 9, further develops an understanding of the essentially colonial/postcolonial contest within which the subject is constructed and understood. The modules RELU914 and RELU9C5 together serve as the natural bridge between introductory themes (RELU911-3) and more specific engagements with recent approaches to the discourse of religion, such as critical religion, implicit religion and material religion, picked up in both compulsory and option modules in semesters 6 – 8. Thus RELU9C6 Religion and Theory, builds theoretically on the previous modules, dealing with Religion in terms of critical theories and methodologies in relation particularly to the critical thinking of the Frankfurt School and to feminist theory. At the same time there is scope for students to take optional level 10 modules in Religion some of which reflect a stronger focus on the representation of specific traditions regarded as ‘religious’, such as Christianity and/or Islam.

The Fourth Year
The fourth year offers students a range of further level 10 optional modules to take in conjunction with their other chosen subject(s). Finally there is an optional dissertation (RELU9ZX) which is typically undertaken in semester 8. This is preceded in semester 7 by a module (EUCU9C7) aimed at developing relevant research skills and at initiating thought about proposals for individual study. Each dissertation student is supervised by a member of staff. This is a major opportunity for students to carry out self-directed work on a topic of their own choosing, although in consultation with the potential supervisor. Staged deadlines and feedback from the dissertation co-ordinators and individual supervisors help provide a framework for students’ own work.

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate

Religion is always combined with at least one other subject. The Religion component of combined honours degrees in Religion & English Studies/Film and Media/Journalism/French/
History/ Philosophy/Sociology follows the same pattern in years 1 and 2 as follows:

Year 1
Total year 1 credit value = 40
Compulsory credits = 40
Option credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
<tr>
<td>Religion, Ethics and Society: Progress and Conflict</td>
<td>RELU911</td>
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<tr>
<td>Religion, Colonialism and Nationalism</td>
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Year 2
Total year 2 credit value = 40
Compulsory credits = 40
Optional credits = 0

Compulsory Modules

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<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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</thead>
<tbody>
<tr>
<td>Religion in Culture: Problems of Representation</td>
<td>RELU913</td>
<td>20</td>
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<td>8</td>
</tr>
<tr>
<td>Religion, Theory and Method</td>
<td>RELU914</td>
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In years 3 and 4, there are some differences between different programmes and some optional pathways:

English Studies and Religion

Year 3
Total year 3 credit value = 60
Compulsory credits = 40
Optional credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
<tr>
<td>Religion and Postcolonialism</td>
<td>RELU9R5</td>
<td>20</td>
<td>5</td>
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<tr>
<td>Religion and Theory</td>
<td>RELU9C6</td>
<td>20</td>
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</table>

Add one optional module from the Level 10 modules in Religion list in either semester 5 or 6. Students must take 3 modules in each subject in year 3.

Year 4
Either: Students take no compulsory modules in Religion but may add one optional module from the level 10 modules in Religion list in semester 7.

Or:
Total year 4 credit value = 80
Compulsory credits = 80
Optional credits = 0
### Compulsory Modules

<table>
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<tr>
<th>Module Title</th>
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<tr>
<td>Dissertation Preparation</td>
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<tr>
<td>Dissertation</td>
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Students may add one optional module from the Level 10 modules in Religion list in semester 7.

### Film & Media Studies and Religion

#### Year 3

Total year 3 credit value = 60  
Compulsory credits = 40  
Optional credits = 20

#### Compulsory Modules

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<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
<tr>
<td>Religion and Postcolonialism</td>
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<tr>
<td>Religion and Theory</td>
<td>RELU9C6</td>
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</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in either semester 5 or 6. Students must take 3 modules in each subject in year 3.

#### Year 4

**Either:**  
Total year 4 credit value = 80  
Compulsory credits = 80  
Optional credits = 0

#### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
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<td>Dissertation</td>
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</table>

Students may add one optional module from the Level 10 modules in Religion list in semester 7.

**Or:**  
Total year 4 credit value = 20  
Compulsory credits = 20  
Optional credits = 0

#### Compulsory Modules

<table>
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<tr>
<th>Module Title</th>
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<th>SCQF Level</th>
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Students may add one optional module from the Level 10 modules in Religion list in semester 7.

### Journalism Studies and Religion

#### Year 3

Total year 3 credit value = 60  
Compulsory credits = 40  
Optional credits = 20
### Compulsory Modules

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Add one optional module from the Level 10 modules in Religion list in either semester 5 or 6. Students must take 3 modules in each subject in year 3.

### Year 4

**Either:**

Total year 4 credit value = 80  
Compulsory credits = 80  
Optional credits = 0

**Compulsory Modules**

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<td>Dissertation</td>
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Students may add one optional module from the Level 10 modules in Religion list in semester 7.

**Or:**

Total year 4 credit value = 20  
Compulsory credits = 20  
Optional credits = 0

**Compulsory Modules**

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<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
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Students may add one optional module from the Level 10 modules in Religion list in semester 7.

**Or:**

Total year 4 credit value = 20  
Compulsory credits = 20  
Optional credits = 0

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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</table>

### French and Religion

### Year 3

**Either:**

Total year 3 credit value = 40  
Compulsory credits = 20  
Optional credits = 20

**Compulsory Modules**

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<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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Add one optional module from the Level 10 modules in Religion list in semester 5.
Or:
Total year 3 credit value = 40
Compulsory credits = 20
Optional credits = 20

Compulsory Modules
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<th>Credit</th>
<th>Semester</th>
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</table>

Add one optional module from the Level 10 modules in Religion list in semester 6. Students may add one optional module from the Level 10 modules in Religion list in semester 5.

Year 4
Total year 4 credit value = 20
Compulsory credits = 20
Optional credits = 0

Compulsory Modules
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<th>Semester</th>
<th>SCQF Level</th>
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<td>Religion and Theory</td>
<td>RELU9C6</td>
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</table>

Students may add one optional module from the Level 10 modules in Religion list in semester 7.

History and Religion
Year 3
Total year 3 credit value = 60
Compulsory credits = 40
Optional credits = 20

Compulsory Modules
<table>
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<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<td>RELU9C6</td>
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<td>10</td>
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</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in either semester 5 or 6. Students must take 3 modules in each subject in year 3.

Year 4
Either:
Total year 4 credit value = 80
Compulsory credits = 80
Optional credits = 0

Compulsory Modules
<table>
<thead>
<tr>
<th>Module Title</th>
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<td>Dissertation</td>
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</table>

Students may add one optional module from the Level 10 modules in Religion list in semester 7.

Or:
Total year 4 credit value = 20
Compulsory credits = 0
Optional credits = 20
Philosophy and Religion

Year 3

Total year 3 credit value = 60
Compulsory credits = 40
Optional credits = 20

Compulsory Modules

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<tr>
<th>Module Title</th>
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Add one optional module from the Level 10 modules in Religion list in either semester 5 or 6. Students must take 3 modules in each subject in year 3.

Year 4

Either:

Total year 4 credit value = 40
Compulsory credits = 0
Optional credits = 40

Add one optional module from the Level 10 modules in Religion list in semesters 7 and 8.

Or:

Total year 4 credit value = 80
Compulsory credits = 80
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
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Students may add one optional module from the Level 10 modules in Religion list in semester 7.

Religion and Sociology

Year 3

Total year 3 credit value = 60
Compulsory credits = 40
Optional credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<td>RELU9C6</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in either semester 5 or 6. Students must take 3 modules in each subject in year 3.

Year 4
Either:
Total year 4 credit value = 40
Compulsory credits = 0
Optional credits = 40

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Prep.</td>
<td>EUCU9C7</td>
<td>20</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in semester 7.

Or:
Total year 4 credit value = 100
Compulsory credits = 80
Optional credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Prep.</td>
<td>EUCU9C7</td>
<td>20</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Dissertation</td>
<td>RELU9ZX</td>
<td>60</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in semester 7.

The Religion component of combined honours degrees in Religion & Professional Education (Religion & Professional Education/ Religion & Professional Education and Philosophy/ Religion & Professional Education and English Studies/ Religion & Professional Education and History) follow the pattern as follows:

Religion and Professional Education
Year 1

Total year 1 credit value = 40
Compulsory credits = 40
Option credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion, Ethics and Society: Progress and Conflict</td>
<td>RELU911</td>
<td>20</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Religion, Colonialism and Nationalism</td>
<td>RELU912</td>
<td>20</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Religion and Professional Education
Year 2

Total year 2 credit value = 40
Compulsory credits = 40
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion in Culture: Problems of Representation</td>
<td>RELU913</td>
<td>20</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Religion, Theory and Method</td>
<td>RELU914</td>
<td>20</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>
Religion and Professional Education

Year 3

Total year 3 credit value = 40
Compulsory credits = 20
Optional credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion and Postcolonialism</td>
<td>RELU9R5</td>
<td>20</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in semester 5.

Religion and Professional Education

Year 4

Total year 4 credit value = 40
Compulsory credits = 20
Optional credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion and Theory</td>
<td>RELU9C6</td>
<td>20</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Add one optional module from the Level 10 modules in Religion list in semester 8.

Religion & Professional Education and Philosophy/ Religion & Professional Education and English Studies/ Religion & Professional Education and History:

Year 1

Total year 1 credit value = 40
Compulsory credits = 40
Option credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion, Ethics and Society: Progress and Conflict</td>
<td>RELU911</td>
<td>20</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Religion, Colonialism and Nationalism</td>
<td>RELU912</td>
<td>20</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Religion & Professional Education and Philosophy/ Religion & Professional Education and English Studies/ Religion & Professional Education and History

Year 2

Total year 2 credit value = 40
Compulsory credits = 40
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
</table>

ARO 034a August 2017
Religion in Culture: Problems of Representation  
RELU913  20  3  8

Religion, Theory and Method  
RELU914  20  4  9

Religion & Professional Education and Philosophy/ Religion & Professional Education and English Studies/ Religion & Professional Education and History

Year 3

Total year 3 credit value = 20
Compulsory credits = 0
Optional credits = 20

Optional Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion and Postcolonialism</td>
<td>RELU9R5</td>
<td>20</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

Or add one optional module from the Level 10 modules in Religion list.

Religion & Professional Education and Philosophy/ Religion & Professional Education and English Studies/ Religion & Professional Education and History

Year 4

Total year 4 credit value = 20
Compulsory credits = 0
Optional credits = 20

Add one optional module from the Level 10 modules in Religion list for Semester 8.

For Part time study, students are required to meet the full time Programme Structure in full but will take longer to do so.

READING LIST

Recommended Reading for the Religion Programme
- Allen, Catherine J., *The Hold Life Has: Coca and Cultural Identity In An Andean Community*
- Cavanaugh, W., *The Myth of Religious Violence*
- Chanter, T., *Gender: Key Concepts in Philosophy*
- Fulcher, J., *Capitalism: A Very Short Introduction*
- hooks, b., *Feminism is for Everybody*
- Hughes, A. W. and McCutcheon, Russell T. (eds), *Religion in Five Minutes.*
- Jasper, D., *A Short Introduction to Hermeneutics*
- McCutcheon, R. T., *Studying Religion: An Introduction*
- Nye, M., *Religion: The Basics*
- Ruthven, M., *The Divine Supermarket*
- Taylor, M. C., *Critical Terms for Religious Studies*
- Young, R. J. C., *Postcolonialism: A Very Short Introduction*

Section 3 Student Support

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of your programme. This includes a range of social events,
information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Please include any Faculty/programme specific information here.

There will be subject specific events and/or material available for all new Religion students.

Study Skills Support

Student Learning Services are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What we are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

Students in the Faculty of Arts and Humanities also have access to academic skills tutors under the Feedback First and Royal Literary Fellow schemes.

STEER is a University-wide Student Peer Support Scheme providing Mentors or Buddies for any Undergraduate or Taught Postgraduate student in their first year at the University of Stirling. The scheme aims to help you make the most of your time at the University and enable you to settle in as quickly as possible. More information can be found here: [http://www.steer.stir.ac.uk/index.php](http://www.steer.stir.ac.uk/index.php)

For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

Academic and Pastoral Support

Adviser of Studies: Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

Personal Tutor: The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare
you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

**Student Union:** you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

**Accessibility and Inclusion**
We are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. We can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-inclusion-service/

**Learning Resources**
You can find out more about the resources available to support your learning here:
http://www.stir.ac.uk/campus-life/learning-support/

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**Section 4 Programme Evaluation and Enhancement**

**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. The University introduced a new programme of module evaluations in 2015 using the EvaSys system. We aim to evaluate every module we teach in every semester. You can find out more here:
http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

**Programme Review**
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here:
http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

**External Examiner(s) (To be added following Stage 2 approval)**
Name of External Examiner:
Institution:
Please add as required.

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**Section 5 My Future**

**WHAT KIND OF CAREER MIGHT I GO ON TO?**

*What career avenues does this qualification open up to the student?*
The qualification in Religion can be seen to contribute to any career that requires an employee to possess excellent skills in writing, presenting themselves orally, problem-solving, working well with others and taking on leadership roles. More particularly it would help prepare graduates for those careers in which they would need to be open to new ways of thinking, critically astute in respect of both people and what they say, and capable of recognizing that not everybody sees the world in the same way. This degree could be said to help prepare students in particular who are going to work with people in any context that requires the capacity to understand and negotiate. Typically such careers might be found in the Third Sector, teaching and also in policy making and researching contexts. Previous graduates have found careers in Higher Education, teaching, the police force, religious consultancy, journalism and various third sector organisations.
WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?

Students taking the course in Religion have a wide range of options for study abroad in, for example, Hong Kong, Canada and Japan. Increasingly, students in Religion are taking advantage of this fantastic opportunity to broaden their views of the world in accordance with the aims and objectives of this Programme.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

There is an optional placement module available to all Arts & Humanities students in the 2nd year.

WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?

What programmes of study could the student go on to after successfully completing this one? On completion of this module there are a number of taught postgraduate courses that students can take at Stirling.  [https://www.stir.ac.uk/postgraduate/programme-information/](https://www.stir.ac.uk/postgraduate/programme-information/)

In particular, students in Religion might be interested in the Masters of Research in Humanities (M Res)

WHAT OTHER INFORMATION DO I NEED TO KNOW?

Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.

Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?

Admissions Criteria

Academic requirements for the Four-year Honours degree:

SQA Higher:
ABBB - one sitting.
AABB - two sittings.

GCE A-level:
BBB

IB Diploma:
32 points.

BTEC (Level 3):
DDM

Other qualifications
HNC/HND:

Year one entry
Scottish HNC/D - Bs in graded units
English, Welsh and NI HNC/D - Merits and Distinctions.

Advanced entry
Not available.

Access courses:
Access courses and other UK/EU and international qualifications are also welcomed.

Foundation Apprenticeships:
Considered to be equivalent to 1 Higher at Grade B

Additional information
General entrance requirements apply.

If examinations are taken over two sittings, or there are repeats or upgrades, the entrance requirements may be higher.

INTO University of Stirling offers an International Foundation programme for those international students who do not meet the required academic and English-language criteria. This course offers a route to study at University of Stirling through an excellent teaching and learning experience located in the high-quality study facilities on campus. Successful completion of the International Foundation in Media, Humanities and Social Sciences to the required standard provides guaranteed progression to this degree.

English language requirements
If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.0 with 5.5 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade C
- Pearson Test of English (Academic): 54 with 51 in each component
- IBT TOEFL: 80 with no subtest less than 17

More information on our English language requirements

If you need to improve your English language skills before you enter this course, our partner INTO University of Stirling offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for entry to this degree.