

**Programme Specification for
BA (Hons) Religion, Philosophy & Values in Education**

**This document applies to students who commence the programme in or after
September 2017**

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Religion, Philosophy & Values in Education
6.	Pathways available	Single Honours Joint Honours Major Minor
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full time or part time
9.	UCAS Code	Single Honours: Religion, Philosophy & Values in Education (X301) Joint Honours: Religion, Philosophy & Values in Education and Sociology (V501) Psychology and Religion, Philosophy & Values in Education (C802) Art & Design and Religion, Philosophy & Values in Education (V500) Education Studies and Religion, Philosophy & Values in Education (X30P) English Language and Religion, Philosophy & Values in Education (Q310) Major and Minor options
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Education Studies (2015) QAA Subject Benchmark Statement: Theology and Religious Studies (2014)
11.	Date of Programme Specification preparation/ revision	March 2016 September 2016 - Section 13 Updated August 2017 - AQU amendments September 2017 - Section 15 Updated

12. Educational aims of the programme

This course is aimed at students interested in philosophical questions, and values-based and religious views on the world, and on society.

It provides opportunity to explore what others think and believe, and to consider one's own perspectives. It gives opportunity to learn how to study lived religion across contemporary and historical perspectives. This course provides the opportunity to do all these, and to consider how education in different contexts helps children to form their views on the world.

At a time when acquiring religious literacy is all-important, this course will equip students to become a specialist teacher of Religious Education/Religious Studies, subject to further study as necessary. Additionally, this course provides possibilities for a range of other graduate opportunities, including people-focused careers in the public, private and charity sectors.

Key features of the course include:

- Studying religion in its lived context, and in historical perspective
- A distinctive focus upon how children are religiously educated in different contexts
- Choose modules to focus on personal interests, with the opportunity to engage in individual research
- Visits within the region and beyond, as well as opportunities to meet with representatives from local faith communities and education professionals
- It is possible to study abroad for a semester
- Optional residential study events at various points during the course

The course includes visits within the region and beyond, as well as opportunities to meet with representatives from local communities and education professionals

The course aims to:

- Develop a depth of integrated knowledge, experience, skills (including research skills) and understanding relevant to Religion, Philosophy & Values in Education;
- Develop an understanding of major faiths, and the nature of faith as lived experience;
- Develop a critical appreciation of the place of religion and belief in individual and communal identities and in wider society;
- Develop a critical understanding of a range of philosophical and values-based outlooks and theories and their application;
- Develop a critical understanding of religion in childhood, including within schooling and other faith-based contexts of religious education and socialisation;
- Investigate historical and contemporary issues in religion and education, including those relating to policy, practice and theory;
- Develop evaluative, analytical, critical, reflective, leadership and personal skills;
- Explore and deepen an understanding of pro-social behaviours including empathy, respect, tolerance and the ways in which they find expression in contemporary societies;
- Provide the learning development needed for students to complete an independent study in their chosen field.

13. **Intended learning outcomes and learning, teaching and assessment methods**

Learning Outcomes: Non-Honours degree BA Religion, Philosophy and Values in Education

<p>In order to be eligible for the exit award of Degree (non-Hons) in the named subject/area of study, a student must have passed at least 300 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map, plus at least 60 credits at level 6 including module RPVE 3003.</p>		
<p>Knowledge and Understanding</p>		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code
1	demonstrate comprehension of and intelligent engagement with the richness of at least three religious traditions in their varied and central forms	RPVE2002 RPVE3003
2	evaluate and critically analyse a diversity of primary and secondary sources, including materials from theology and religious studies and where appropriate from related subjects such as the humanities or social sciences	RPVE2001 RPVE3003
3	demonstrate comprehension of and critically analyse a range of themes, debates and methods within theology and religious studies and where appropriate from related subjects such as the humanities or social sciences and evaluate a range of associated critical scholarship	RPVE2001 RPVE3003
<p>Cognitive and Intellectual skills</p>		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
4	present arguments for their own views while acknowledging and representing fairly the views of others	RPVE2001 RPVE3003
5	demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both positive and negative effects, and how important such identities are	RPVE2001 RPVE3003
6	analyse educational concepts, theories and issues of policy in a systematic way	RPVE2001 RPVE3003
<p>Reflection</p>		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:

7	demonstrate the ability to reflect on their own and others' value systems	RPVE2001 RPVE3003
8	evidence the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject	RPVE2001 RPVE3003
9	demonstrate an understanding of the significance and limitations of theory and research.	RPVE2001 RPVE3003
Transferable/key skills		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
10	identify, gather and analyse primary data and source material, whether through textual studies or fieldwork	EDST2101 RPVE3003
11	engage with empathy, integrity and critical reflection with the convictions and behaviours of others	RPVE2001 RPVE3003
12	show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.	RPVE2001 RPVE3003
13	organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, employing technology to enhance critical and reflective study	RPVE2001 RPVE3003
14	process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.	RPVE2001 RPVE3003

Learning Outcomes: Honours Degree

By successfully completing level 6 of the programme, as set out on the award map, students will have attained the intended learning outcomes of the BA (Hons) Religion, Philosophy and Values in Education as set out below.		
Knowledge and Understanding		
No.	On successful completion of an Honours degree, students will be able to:	Module Code
1	demonstrate comprehension of and intelligent engagement with the richness of at least three religious traditions in their varied and central forms	RPVE2002 RPVE3003
2	evaluate and critically analyse a diversity of primary and secondary sources, including materials from theology and religious studies and where appropriate from related subjects such as the humanities or social sciences	RPVE2001 RPVE3003

3	demonstrate comprehension of and critically analyse a range of themes, debates and methods within theology and religious studies and where appropriate from related subjects such as the humanities or social sciences and evaluate a range of associated critical scholarship	RPVE2001 RPVE3003
Cognitive and Intellectual skills		
No.	On successful completion of an Honours degree, students will be able to:	Module Code:
4	present arguments for their own views while acknowledging and representing fairly the views of others	RPVE2001 RPVE3003
5	demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both positive and negative effects, and how important such identities are	RPVE2001 RPVE3003
6	analyse educational concepts, theories and issues of policy in a systematic way	RPVE2001 RPVE3003
Reflection		
No.	On successful completion of an Honours degree, students will be able to:	Module Code:
7	demonstrate the ability to reflect on their own and others' value systems	RPVE2001 RPVE3003
8	evidence the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject	RPVE2001 RPVE3003
9	demonstrate an understanding of the significance and limitations of theory and research.	RPVE2001 RPVE3003
Transferable/key skills		
No.	On successful completion of an Honours degree, students will be able to:	Module Code:
10	identify, gather and analyse primary data and source material, whether through textual studies or fieldwork	EDST2101 RPVE3003
11	engage with empathy, integrity and critical reflection with the convictions and behaviours of others	RPVE2001 RPVE3003
12	show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.	RPVE2001 RPVE3003

13	organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, employing technology to enhance critical and reflective study	RPVE2001 RPVE3003
14	process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.	RPVE2001 RPVE3003

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- Joint Pathway**
 Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- Major Pathway**
 Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- Minor Pathway**
 Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

Learning is stranded across the three levels for all students, with one strand addressing philosophy, one subject knowledge and practice in major world faiths, and one developing an understanding of religions and belief systems in a more thematic and overarching manner.

Subject knowledge and understanding is acquired in all modules. At level 4 the fundamentals of the discipline (sociology, psychology, history and comparative education) are addressed by single honours students in the mandatory module EDST 1101 (*Foundations of Education*), and this is complemented by RPVE1001 *An Introduction to Religion and Education* (which will be undertaken by all students). Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education and community facilities and e activities. Assessments are varied and include; essays, group presentations, reviews of literature, portfolio building, the making of audio visual materials, and reports.

Level 5 provides the opportunity to develop an understanding of Religion and Education (RPVE2001) in greater depth, building on the introductory double module in Level 4. This mandatory double module includes a study of Judaism, to develop subject knowledge but also to explore pedagogies relevant to learners across different phases of compulsory education. The study of Judaism provides a context in which other learning can be sited. The mandatory module EDST 2101 (*Educational Enquiry*) focuses on research in education and is undertaken by all single honours students. This explores how to identify and access education-related research, engage with and evaluate it, and how to plan and implement a piece of research of the student's own choice. This and the mandatory double module Independent Study at level 6 are inextricably linked with the development of subject knowledge and understanding. There is a range of choice

of modules that allow students to develop knowledge and understanding in areas of interest to themselves.

Learning and teaching methods at level 5 build on those encountered at level 4. They are varied and include lectures, seminars, tutorials, student led presentations, visits to education facilities, on line activities, and student led research. Examples of assessment include essays, individual and group presentations, poster presentations, literature reviews, research projects. This continues into Level 6, where the addition of a double module focussing on fieldwork provides opportunities to explore a variety of communities and contexts both within the region and beyond. All students will be supported in Level 6 with their development of the Independent Study through materials in RPVE3003. Level 6 fosters increased independent learning, and student-guided learning opportunities, in order to prepare the students for further study at Level 7, either as a part of a Masters programme or a PGCE.

Intellectual skills are practised and developed throughout the programme. All modules encourage learners to engage in discussion of key issues and application of key concepts. A strength of the programme is that staff have wide experience in the fields of religion, philosophy, values and education and are often involved in research activities themselves. The wide variety of learning, teaching and assessment methods already outlined allow students ample opportunity to develop intellectual and reflective skills, and to apply these to real life situations. Tutorials within modules play a major role here with students offered the opportunity to discuss the development of their thinking about and analysis of major themes in the modules. In particular the development of research skills (which is an intrinsic part in each of the mandatory 30 credit level 5 and 6 modules) is a key approach in the programme to develop intellectual skills.

At every level, students have different opportunities to develop skills of reflection in applied settings, including through small group sessions, written accounts, and presentations.

In all modules, students are engaged in tasks and where appropriate assessments, which help them to develop their personal skills across a range of relevant disciplines, and to reflect on their own learning and that of others.

Students will have access to Blackboard and other technologies to assist in their learning and assessment. Blackboard will contain useful information, lecture presentations, discussion areas and other online resources. It will also provide the opportunity for reflective tasks, and group interaction and reflection outside formal taught sessions.

Although the course is not practice-based nevertheless practical and transferable skills are addressed implicitly in all modules and explicitly in some. There is a clear progression in skills from level 4 to level 6. The mandatory modules build progressively on reflective, analytical and research skills throughout the course. Many optional modules have a specific focus on particular areas of knowledge and skills that are directly applicable to future workplaces and specifically address transferable skills; for example EDST 3126 (*Organising Learning and Teaching*). A key module with regard to these transferrable skills is EDST 2/3123 (*Work Experience as a Volunteer School Tutor*). Though not a mandatory module any student considering entering into an educational career in whatever capacity is strongly advised to take this module. The Fieldwork double module at Level 6 (RPVE3003) provides opportunity for additional learning in/from community environments.

Learning and teaching methods which support and develop these practical and transferable skills include; demonstrations, seminars, tutorials, student led presentations, visits to faith-based and education facilities and on line activities. Assessments are varied and include; essays, group presentations, reviews of literature and audio visual materials and reports. Examples of assessment include student led presentations, ICT based discussions and presentations, student reflective journals, independent research activity, individual and group presentations, poster presentations, literature reviews, research projects.

14. Assessment Strategy

The assessment strategy for the BA (Hons) *Religion, Philosophy & Values in Education* is designed to assess the students' knowledge and skills across practical, theoretical and work based learning. The strategy at all levels includes written assessments to assess subject knowledge and the critical exploration of ideas; reflective portfolios and essays to enable students to engage with and lead their own learning and personal development; and presentations to support student development in terms of delivery skills and the sharing of knowledge. There are opportunities at levels 5 and 6 for students to undertake elements of work based learning, where students are assessed on their ability to apply knowledge and skills developed through the programme of study to reflect on professional practice.

At level 4 the assessment is weighted towards understanding significant issues in education, religions and belief-systems; personal skill-based practical assessments; individual written assignments; reflective writing with a focus on skill development; and group presentations. At level 5, the assessments are focused written assignments that require application of a wider range of knowledge, paired or individual presentations and reflective writing. At level 6 there are a wide variety of assessment options with a strong focus on research-led work and individual presentations.

Students receive detailed feedback on assessments, including advice that is intended to inform subsequent work and develop competency in successfully completing assessments. Students will receive formative feedback on a regular basis in preparation for summative assessments. Within level 4 modules where there is a formal presentation as part of the summative assessment, students will receive feedback on non-assessed presentations in preparation for formal assessment. The criteria for assessment will be posted on the relevant module outlines and on Blackboard. All assessments, whether written or as presentations, will be subject to moderation through second marking, and where appropriate the recording of presentations and collection of presentation materials. Group and individual tutorials across all levels provide formative feedback with regards to written work. Where assessments include reflective writing, support will be given to assist students to structure their work.

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the [University Disability and Dyslexia Service](#).

15. Programme structures and requirements

The programme is a full time or part time degree. Full attendance is expected.

Award map for: Single/Joint Honours and Major/Minor awards (BA/BSc) at Levels 4, 5 and 6

The programme learning outcomes shown in section 13 describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the approved exit awards for this programme are listed in section 20 of the programme specification.

- For an Honours degree, exit awards are available at level 4 (Certificate of Higher Education), level 5 (Diploma of Higher Education) and level 6 (Degree without Honours on achievement of 60 level 6 credits).
- The precise learning outcomes of a Degree without Honours are determined by the modules taken and passed at level 6 and can be identified from the table below.

Course Title: BA (Hons) Religion, Philosophy and Values in Education

Level 4						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) Designated (D) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons	Joint Hons		
RPVE1001	Introduction to the Study of Religion and Education	30	M	M	None	None
RPVE1002	Introduction to Philosophy of Religion	15	M	M	None	None
RPVE1003	Encountering Christianity	15	M	M	None	None
EDST1101	Foundations in Education (30)	30	D	N/A	None	None
EDST1105	Education in Context	30	O	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include RPVE 1001, 1002, 1003 and EDST 1101.

Optional modules can include up to 30 credits drawn from the table above, including a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include RPVE 1001, 1002, and 1003.

Level 5									
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*	
			SH	Maj	JH	Min			
RPVE2001	Further Studies in Religion and Education	30	M	M	M	M	RPVE1001	None	
RPVE2002	Ethics and Contemporary Moral Problems	15	M	M	M	O	RPVE1002	None	
RPVE2003	Encountering Islam	15	M	M	O	O	None	None	
EDST2101	Educational Enquiry	30	M	O	O	O	None	None	
EDST2131	The Global Dimension in Education	15	O	O	O	O	None	None	
EDST2123	Work Experience	15	O	O	O	O	None	None	
EDST2142	Mentoring and Coaching in Education	15	O	O	O	O	None	None	
EDST2121	Radical Education	15	O	O	O	O	None	None	
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	None	None	

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include RPVE 2001, 2002, 2003 and EDST 2101. Optional modules can include up to 30 credits drawn from the table above, including a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include RPVE 2001, 2002 and 2003.

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include RPVE 2001 and 2002. Students intending to complete their Independent Study in this subject must take EDST2101.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include RPVE 2001.

Level 6									
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*	
			SH	Maj	JH	Min			
RPVE3003	Fieldwork in Study of Religion and Education	30	M	M	M	M	RPVE 2001	None	
RPVE3004	Philosophy of the Arts: Aesthetics, Religion and Education	15	M	M	O	O	RPVE2002	None	
RPVE3005	Encountering South Asian Religions	15	M	O	O	O	None	None	
RPVE3001/3002	Independent Study [N.B. Joint honours students may undertake JOIN3001/2 combining their two subjects]	30	M	M	O	O	None	None	
EDST3123	Work Experience	15	O	O	O	O	None	None	
EDST3115	Citizenship and Education	15	O	O	O	O	None	None	
EDST3118	Values in Education	15	O	O	O	O	None	None	
EDST3114	Disaffection and Education	15	O	O	O	O	None	None	
EDST3126	Organising Teaching and Learning	15	O	O	O	O	None	None	
EDST3113	Managing Educational Change	15	O	O	O	O	None	None	
EDST3112	Policy-making in Education	15	O	O	O	O	None	None	

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include RPVE 3001/2, 3003, 3004 and 3005.

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include RPVE 3001/2, 3003 and 3004.

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include RPVE 3003.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and Professional Academic Standards and Quality

This award is designed with reference to section A of the UK Quality Code for Higher Education and in line with the relevant FHEQ qualification descriptor and subject benchmark for Theology and Religions Studies, and the benchmark for Education Studies. The intended learning outcomes of the course are derived from the QAA Subject Benchmark Statement: Theology and Religions Studies (2014) and the QAA Subject Benchmark Statement: Education Studies (2015). The content and delivery of has been written in light of these benchmarking statements. Thus the Religion, Philosophy & Values in Education course provides opportunities for students to demonstrate aspects of the areas covered by the Benchmark Statement: Theology and Religions Studies with regard to RE, exploring the religious thought of major world faiths and world views, and grasping the integrative role of faith and belief in relation to lifestyles, practices and ethics. It also provides the opportunity to analyse the historical, social, philosophical, cultural and artistic role of religion or belief systems in diverse contexts. It also provides opportunities for students to demonstrate select aspects of the areas covered by the QAA Subject Benchmark Statement: Education Studies (2015) including knowledge and understanding that students should be able to critically understand; abilities that students should be able to demonstrate, aspects of their own learning that students should be able to reflect on; and key transferable skills.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a key feature of the course.

This award is located at level 6 of the FHEQ.

Full copies of the above documents can be found by visiting the QAA website:
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

17. Support for students

This course has a close knit team of academic and support staff. Due to the nature of the programme delivery students spend a significant amount of time with the staff, in taught sessions and tutorials, encouraging a close and trusting working relationship. Students are supported by University Tutors through the University pastoral system of personal academic tutors.

Students are allocated a Personal Academic Tutor with whom they develop a close working relationship and liaise with on a regular basis, in line with current University policy.

The programme has a strong vocational focus and as such guidance and support is provided with regards to employment opportunities.

The University's Student Services offers a range of support and guidance opportunities, details of which can be accessed at <http://www.worcester.ac.uk/student-services/index.htm>

Personal Academic Tutor System

Each student will be allocated a personal academic tutor from within the Course Team, in accordance with University policy. Students will be given an opportunity to meet with their personal academic tutor during induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of progress throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The personal academic tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of own strengths and weaknesses
- A clear vision of what students want to achieve through HE study
- Greater understanding of how study in this discipline area at the University can help towards personal and career goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback received on work
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During time at the University students will be judged on their performance in coursework and assignments, and will need to develop successful research and study techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

18. Admissions

Admissions policy

The course seeks to recruit students from many backgrounds (young people leaving school/college, adults in work, mature students and international students). The admissions policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential. The admissions policy does not include an interview, although this is an option if there are areas of the UCAS application that need clarification or additional detail. Normally, the offer of a place on the course will be based on an appraisal of the personal statement and reference.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

There is a requirement for a criminal records check (via the Disclosure and Barring Service) for elements of this course that take place in schools and with children (namely the optional Work Experience modules).

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures:

Full-time applicants apply through UCAS (*course code X301*)
Part-time applicants apply directly to University of Worcester (UW)

Applicants will be selected on their ability to demonstrate through their UCAS application knowledge, skills and experience in the following areas:

- An interest in area(s) relating to Religion, Philosophy & Values in Education;
- A thoughtful understanding of issues relating to the focus of the degree;
- Study skills including independent and team working

Applicants will also be selected on their ability to articulate a clear rationale for their selection onto a challenging 3 year degree programme, this may include: personal interests and beliefs, vocational aspirations and academic interests.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Each semester a Course Management Committee will be constituted by the active teaching team and an appropriate number of Course Representatives from each year. The same quality and review process that exists for other courses in the Institute of Education will be followed, such as Annual Evaluation Reports, making use of external examiner reports to inform course, module and assessment planning, and end of module evaluations to make use of student feedback.

The UW External Examiner and post Exam Board module moderation system (through Course Management Committees) will apply to this course.

Staff will be subject to the usual supportive review and appraisal systems adopted through the Institute of Education. Feedback and a close liaison will be sought from employers involved in the various student experiences.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outlines.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module once (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.

Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.
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Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

For BA/BSc (Hons awards):

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

or

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

21. Indicators of quality and standards

The quality and standards of the course are monitored by the Institute Quality Committee and by an external examiner. The annual external examiner's report serves as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement. The course leader also completes an annual evaluation report that considers statistical data on quality and standards as well as feedback from students and other stakeholders. Final year students also complete the National Student Survey and the careers of graduates are tracked. Students undertake the internal University of Worcester Student Survey during Levels 4 and 5. Grades are tracked in Course Management Committee meetings. End of module evaluations are used to monitor and track standards and quality.

This is a new course, and so data is not available on the student experience. However, a comparable course is the BA (Hons) Education Studies. 74% of students on that course agreed that they received sufficient advice and support during their studies. 83% agreed that staff were good at explaining things, and 95% were in work or study six months after finishing.

At the course approval event, two reports were received from independent academics from other universities. They identified key elements in the quality of the course:

I think this is a very exciting, engaging and flexible programme. I look forward to training RE trainees on the Secondary PGCE RE course [in my university] who have completed this programme for their first degree. I think it will prepare them very well both for the PGCE and to teach and lead RE in schools. Combining religious studies with philosophy of religion and ethics and religious education makes for a very creative and exciting programme.

I think the flexibility of the programme, both in terms of module choice and assignments within modules, will make it very popular.

I really like the proposed modules and find myself particularly drawn to the one on religion and aesthetics. Combined, the modules offered provide students with an interesting and engaging route through key issues and debates in the field. I also really like the proposed assignment tasks and the choices offered to students. I welcome in particular, the addition of presentations and field work reports as well as the usual essay type of assignment. [External Advisor 1]

The course offers a diversity of knowledge and understanding in the area of religious studies together with opportunities to put the theory into practice in placement settings and fieldwork and that this is an important inclusion in contemporary Higher Education, particularly in the Religious Studies sector which needs to demonstrate relevance for the contemporary workplace.

The modules offer a diverse range of subject matter, providing flexibility as students can choose to focus on either a religious studies approach, or a philosophical one, allowing them to tailor the course to their preferences and strengths.

The opportunity for students to take part in fieldwork and placement modules will enhance their future employment potential as well as helping them to develop an independent and reflective approach to learning. [External Advisor 2]

Teaching staff on the BA (Hons) Religion, Philosophy and Values in Education course hold high levels of academic and professional qualification including teaching qualifications (QTS, HEA Fellowships) and Masters and PhDs in relevant fields. Staff are also involved in peer reviewed and practitioner publications including guidance for teachers and international conference presentations. They are also actively engaged in unfunded and funded research projects in the areas of religions, values and education.

22. Graduate destinations, employability and links with employers

The Institute of Education is committed to developing highly employable graduates through careful course design, engagement with potential employers, and through the development of student employability. Student employability is developed within the course through the provision of opportunities for students to build the skills, understanding and personal attributes required for employment, particularly through work placements, through optional additional qualifications and support for student employment.

Graduate destinations

On completion of the BA (Hons) Religion, Philosophy & Values in Education degree it is anticipated that many students will progress to working in schools or in the voluntary or charitable sectors both in the UK and overseas. In addition some students may wish to gain QTS via PGCE programmes. Students are well suited to meet the changing market in educational careers either through progressing via post-graduate teacher training into teaching, or via new emerging professional support and administrative roles.

Graduates may consider the following occupations:

- teaching (after further post graduate study)
- learning support
- careers advice
- social welfare
- personnel
- housing association work
- lecturing
- education administration
- religious and charitable organisations

Any student who is on course for a 2:1 will be guaranteed an interview for the PGCE Primary course at UW. Many students will go onto the study for their PGCE either at UW or at other teacher education providers. Students on this degree may also consider applying for secondary teaching, if they are single, major or joint honours students.

On satisfactory completion of the degree it is possible to progress to a Master's in Education either at UW or elsewhere.

Student employability

A number of initiatives are in place or planned in order to develop the employability of students undertaking the BA (Hons) Religion, Philosophy & Values in Education:

- 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for students to engage in meaningful employment during their time of study at the University of Worcester are available.
- The opportunity to undertake Work Experience modules at Levels 5 and 6 provides engagement with employment situations in order to develop knowledge, skills, networking and reflection.
- Support and guidance is provided by the Institute of Education for students wishing to pursue a career as a primary or secondary school teacher and students will have the opportunity to apply for postgraduate courses in Initial Teacher Education at the University of Worcester.
- The course is designed to support students' development of employability skills at each stage. Support with study skills, including academic writing in different styles, referencing, criticality and reflection is embedded within mandatory modules. At Level 5 and 6 employability skills are developed through modules which focus on mentoring and coaching, managing change, developing global perspectives, citizenship approaches to learning and teaching. Students are able to choose from these option modules in order to tailor their studies according to career progression interests.

Links with employers

The course maintains active links with employers both locally and further afield. Employer engagement meetings take place on a regular basis to ensure the course content and ethos is fit for purpose in the eyes of the employers via the Diocese of Worcester, the Standing Advisory Council for Religious Education (SACRE) for Worcestershire, and the Culham St Gabriel's Trust.

Additionally links will be sought with schools that have Religious Education and Philosophy as key teaching elements, for example for student placement experiences.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.