

## 1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Theology and Religious Studies (Joint)		V621-2000H

## 2. Academic Session:

2018-19

## 3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

## 4. Credits:

480

## 5. Entrance Requirements:

Please refer to the current undergraduate prospectus at:  
<http://www.gla.ac.uk/undergraduate/degrees/theologyreligiousstudies/>

## 6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

## 7. Attendance Type:

Both Full Time and Part Time

## 8. Programme Aims:

Theology and Religious Studies is an interdisciplinary field that encompasses historical, textual, philosophical, cultural and theological approaches to religious communities and practices. The programme at the University of Glasgow delivers a curriculum in both the study of world religions and the study of theology within a forward looking, research-led, environment concerned with the impact of religion in our contemporary global context.

<sup>1</sup> 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 full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at [www.gla.ac.uk/](http://www.gla.ac.uk/)

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

This programme aims to:

- explore critically Theology and Religious Studies from historical and contemporary, faith-based and secular, and local and global perspectives
- stimulate both breadth and depth of knowledge in the study of religion
- promote informed critical reflection, active engagement and an enthusiasm for learning in an international research-led and interdisciplinary environment with an empathy for diversity, cultural awareness, international perspectives, tradition, and change
- enable students to develop relevant disciplinary ways of thinking, such as textual interpretation, respect for varied viewpoints and theoretical positions, and analytical and logical argument
- provide opportunities for students to develop a range of attributes which are relevant at both undergraduate and post-graduation levels, especially ones relating to communication, critical judgement and independence, group-work, problem-solving and IT literacy.

## 9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills and other attributes as described below.

### Knowledge and Understanding

By the end of this programme, students will be able to:

- describe and explain in detail the principal beliefs and practices of world religions
- apply historical and conceptual principles to the phenomenon of religions as historical entities subject to change over time and with particular theologies, movements and influential thinkers
- analyse the role of religions as key players in cultural and social movements, and the challenges they present as politically diverse counter movements responding to hegemonic and dominant political cultures
- assess the religious thought and writings of significant historical and contemporary religious thinkers
- discuss contemporary challenges to religion posed by issues such as gender, sexuality, religious and moral pluralism, secularisation etc.
- evaluate a specific topic using academic research skills in Theology and Religious Studies through the completion of a 40 credit dissertation.

### Skills and Other Attributes

By the end of this programme, students will be able to:

#### *Subject-specific/practical skills*

- analyse the role of religion in the shaping of a person's and culture's identity
- discuss sensitively the nature and function of religious language and symbols in the creation of meaning
- evaluate the significance of religions as tradition-centred phenomena
- assess the distance that may exist between the producer of a religious text and the reader of it and critique interpretations of religious texts, beliefs and practices
- develop critical approaches to reading (in the original or in translation), understanding and evaluating the meaning and significance of the religious texts and holy scriptures of at least one world religion
- apply sensitively principles of critical engagement with the religious beliefs and practices of others to communicate and collaborate with those who share different religious, cultural, moral or social perspectives

#### *Intellectual skills*

- communicate clearly complicated ideas and arguments
- weigh different evidence while developing a recognition of the partial and provisional nature of human knowing
- gather, analyse and assess evidence from a variety of sources and come to informed and critical judgements about issues of debate and controversy
- recognise instances of prejudice and offer reasoned argument to help overcome it.

### *Transferable/key skills*

- participate with confidence and sensitivity in discussion and debate, and dialogue with others about issues of difference and disagreement
- seek, identify and prioritise relevant information and evidence in pursuit of a goal
- express and present knowledge and ideas clearly in both oral and written form, including developing interpersonal skills through participation in group work
- work co-operatively with others and promote team work amongst colleagues
- work independently and with initiative to structure effective learning; managing time and planning work to produce goals to deadlines
- practise the skills of self-critical evaluation

## **10. Typical Learning and Teaching Approaches:**

Learning and teaching takes place through a variety of approaches appropriate to level and topic, including lectures, tutorials, seminars, field trips, textual analysis in groups, presentations, group projects, reading and writing assignments, peer discussion and development of reflective practice.

## **11. Typical Assessment Methods:**

Assessment at every level is both formative and summative, with a range of opportunities for feedback and development. Summative assessment is carefully positioned in the context of each course with regard to the development of core knowledge and skills. Students will experience a varied range of assessments throughout the programme with opportunities to undertake individual and collaborative work.

Assessment may include:

- essays
- examinations
- reflective learning journals
- reflection on practice
- position papers
- book reviews
- creative writing or other creative output with critical reflection
- presentations
- presentation handouts
- power-point presentations
- group projects
- posters
- source criticism exercises
- literature reviews
- annotated bibliographies
- graduate attributes portfolios
- dissertation

## **12. Programme Structure and Features:**

A typical joint honours curriculum in TRS will be constructed as follows:

Year	Courses	Credits	Possible Points	Exit
1	Two level 1 TRS courses (20 credits each)	40	Certificate of Higher Education  120 credits	
	40 credits in Joint subject	40		
	40 credits at Level 1 in another subject	40		
	<b>or</b> one further TRS level 1 course	20		
	20 credits at Level 1 in another subject	20		

		<b>or</b> two further TRS level 1 courses	40	
<b>2</b>	Two level 2 TRS courses (20 credits each)	40		Diploma of Higher Education
	40 credits at Level 2 in Joint subject	40		240 credits
	40 credits at Level 1 or level 2 in another subject	40		
	<b>or</b> one further TRS level 1 or 2 course	20		
	20 credits at Level 1 or 2 in another subject	20		
	<b>or</b> two further TRS level 1 or 2 courses	40		
<b>3 Junior Honours</b>	<b>Either:</b> Three 20-credit courses drawn from the Honours courses offered in that session <b>or</b> One 20-credit course drawn from the Honours courses offered in that session One 40-credit course drawn from the Honours courses offered in that session	60 20 40		MA (General) 360 credits
	60 credits in Joint Honours subject	60		
<b>4 Senior Honours</b>	<b>Either:</b> Dissertation (TRS4086P) 1 Honours option course drawn from those offered in that session <b>or</b> 3 Honours option courses (20 credits each) (in this case, the student must do a dissertation in their other joint subject)	40 20 60		MA with Honours 480 credits
	60 credits in Joint Honours subject	60		

### **Features**

To be admitted to Honours study you must satisfy subject and College of Arts requirements and complete at least two Level 2 TRS courses obtaining a grade of C3 or above in each course at the first sitting.

### **Regulations**

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards
- (d) Entry to Honours (For undergraduate programmes, where appropriate)

<http://www.gla.ac.uk/services/senateoffice/policies/calendar/>

**13. Programme Accredited By:**

**14. Location(s):**

Glasgow

**15. College:**

College of Arts

**16. Lead School/Institute:**

Critical Studies [REG10200000]

**17. Is this programme collaborative with another institution:**

No

**18. Awarding Institution(s):**

University of Glasgow

**19. Teaching Institution(s):**

University of Glasgow

**20. Language of Instruction:**

English

**21. Language of Assessment:**

English

**22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf)) and Other External or Internal Reference Points:**

QAA Subject Benchmark – Theology and Religious Studies

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

**23. Additional Relevant Information (if applicable):**

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such LEADS ([www.gla.ac.uk/myglasgow/leads/](http://www.gla.ac.uk/myglasgow/leads/)), Counselling & Psychological Services ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

**24. Online Learning:**

No
----

<b>25. Date of approval:</b>	28/02/2019
------------------------------	------------