

Course Specification

Published Date:	21-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social, Historical and Political Studies		
Course Code(s):	HS002J01UV HS002J31UV	Full-time Part-time	3 Years 6 Years
Course Title:	BA (Hons) History and Religious Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours History and Religious Studies Bachelor of Arts History and Religious Studies Diploma of Higher Education History and Religious Studies Certificate of Higher Education History and Religious Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	24/May/2017		
Last Review:	2016/7		
Course Specification valid from:	2009/0		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Dr Adam Burns
Head of Department:	Dr David Hussey

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- 240-280 UCAS points with a minimum of 180 points from at least two 'A' levels
- BTEC QCF Extended Diploma grade MMM, BTEC QCF Diploma grade DD
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).

Distinctive Features of the Course:

The advantages of studying History and Religious Studies at Wolverhampton include:

- Being taught by recognised experts with a proven and respected research and publications record.
- Religious Studies staff bring experiences of teaching in schools to the course, and link learning outcomes to the knowledge and skills required for secondary teaching
- A well established and resourced course with an innovative and evolving curriculum which includes field trip opportunities.

Educational Aims of the Course:

History and religion are important factors that shape our lives and mould our identities. This fascinating and thorough course allows you to examine a wide range of themes and issues from local, national and global perspectives.

Focusing on the religious, cultural, political, social and economic aspects of historical change, you will be encouraged to study particular areas of historical interest and controversy in depth. In your studies, you will learn the essential techniques of critical analysis, research methods and the skills required for handling and processing information.

You will also be given the opportunity to demonstrate your understanding of different approaches in History and Religious Studies through a varied and dynamic learning and teaching environment. Through the use of traditional and enhanced electronic forms of learning, the degree enables you to achieve your full potential, developing the skills for successful study and future employment.

The course actively encourages intellectual curiosity and digital literacy and lets you apply the skills you have learned in the classroom to relevant work situations. Our graduates are in high demand and employers value the critical awareness, communication skills, initiative and organisational abilities the course instils in our students.

Intakes:

September
January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5RL004	Islam, Muslims and the Contemporary World	20	SEM2	Core
5RL002	Sikhi and the Contemporary World	20	SEM1	Core
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	20	SEM1	Core
5HS003	Family, Sex and Society, 1700-1900	20	SEM2	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

5RL005	New Religious Movements	20	SEM1	
5HS012	Minorities in the Twentieth-Century United States	20	SEM1	

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

5SL008	Volunteering in Action	20	SEM2	
5WR008	Pax Britannica? War and Peace in the Long Nineteenth Century	20	SEM2	
5PO004	World Politics	20	SEM2	

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Module	Title	Credits	Period	Type
6RL002	The Buddha, his Dharma and the Contemporary World	20	SEM2	Core
6RL006	Atheism, Non-Belief and Religion	20	SEM1	Core

For this option group you must choose a minimum of 40 credits and a maximum of 40 credits

6HS003	Consumption and the World of Goods: Drink, Drugs and Shopping in Britain, c. 1650-c.1830	20	SEM1	
6HS015	Charity and Campaigning in Modern Britain and Empire	20	SEM1	
6PO008	India in a Global World	20	SEM1	

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

6HS001	America: The Rise of a Superpower, 1890-1945	20	SEM2	
6HS006	Youth Culture and Popular Music in Twentieth Century Britain	20	SEM2	
6HS010	From Unification to Auschwitz. Germany 1871-1945.	20	SEM2	

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

6HS004	Independent Study in History	20	SEM2	
6RL004	Religious Studies Independent Study	20	SEM2	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

- QAA subject Benchmarks, History (2014); Theology and Religious Studies (2015)
- Equality Act (2010)
- The course also subscribes to and is informed by all relevant school/faculty documentation, including the FOSS/FOA School Plan, FOSS/FOA Assessment Handbook and the FOSS/FOA Learning & Teaching Strategy

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study

CertHE Course Learning Outcome 2 (CHECLO2)

"Demonstrate an ability to present and interpret information, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study"

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

DipHE Course Learning Outcome 2 (DHECLO2)

"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)

"Use a range of established techniques to initiate and undertake analysis of information, and to propose solutions to problems arising from that analysis"

DipHE Course Learning Outcome 4 (DHECLO4)

"Effectively communicate information, arguments and analysis in a variety of forms."

Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

"A critical understanding of the problematic nature of interpreting the past, the variety of theoretical and methodological approaches, and the multiplicity of sources available in History and Religious Studies;"

Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

"A critical engagement with key historiographical debates and the ability to address these in depth using primary and secondary sources, including an informed appreciation of the processes of continuity and change over an extended time-span."

Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

"The ability to analyse the historical construction and changing nature of identities, as defined principally by place, religion, ethnicity, gender and class."

Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

"Knowledge, understanding and application of theories and methods to analyse religion and religions; "

Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

"Knowledge and understanding of religion and religions in a variety of historical, local and global contexts;"

Ordinary Degree Course Learning Outcome 6 (ORDCLO6)

"The use of appropriate technologies in digitally literate and enterprising ways to support research, process data and produce written work and presentational material."

Honours Degree Course Learning Outcome 1 (DEGCLO1)

"A critical understanding of the problematic nature of interpreting the past, the variety of theoretical and methodological approaches, and the multiplicity of sources available in History and Religious Studies;"

Honours Degree Course Learning Outcome 2 (DEGCLO2)

"A critical engagement with key historiographical debates and the ability to address these in depth using primary and secondary sources, including an informed appreciation of the processes of continuity and change over an extended time-span."

Honours Degree Course Learning Outcome 3 (DEGCLO3)

"The ability to analyse the historical construction and changing nature of identities, as defined principally by place, religion, ethnicity, gender and class."

Honours Degree Course Learning Outcome 4 (DEGCLO4)

"Knowledge, understanding and application of theories and methods to analyse religion and religions; "

Honours Degree Course Learning Outcome 5 (DEGCLO5)

"Knowledge and understanding of religion and religions in a variety of historical, local and global contexts;"

Honours Degree Course Learning Outcome 6 (DEGCLO6)

"The use of appropriate technologies in digitally literate and enterprising ways to support research, process data and produce written work and presentational material."

Overview of Assessment:

Module	Title	Course Learning Outcomes
4GK001	Raising Intercultural Awareness	CHECLO1, CHECLO2
4GK006	Success in Higher Education	CHECLO2
4HS001	The Pursuit of History	CHECLO1, CHECLO2
4HS003	The Making of Modern Britain, c1700 - c1819	CHECLO1, CHECLO2
4PO005	Campaigning and Citizenship: Women in Britain and Empire 1790s-1970s	CHECLO2
4RL003	Hindu Dharma and the Contemporary World	CHECLO1, CHECLO2
4RL005	Introduction to the Study of Religion	CHECLO1, CHECLO2
4SL011	Volunteering in the Community	CHECLO1, CHECLO2
4WL002	Basic Language	CHECLO2
4WL003	Elementary Language	CHECLO2
4WR004	The Holocaust	CHECLO2

Module Title	Course Learning Outcomes
5HS003 Family, Sex and Society, 1700-1900	DHECLO1, DHECLO3
5HS006 Working Class Britain: Life, Politics and Culture 1880s-1980s	DHECLO1, DHECLO3
5HS012 Minorities in the Twentieth-Century United States	DHECLO1, DHECLO3, DHECLO4
5PO004 World Politics	DHECLO1, DHECLO3, DHECLO4
5RL002 Sikhi and the Contemporary World	DHECLO1, DHECLO3, DHECLO4
5RL004 Islam, Muslims and the Contemporary World	DHECLO1, DHECLO4
5RL005 New Religious Movements	DHECLO1, DHECLO4
5SL008 Volunteering in Action	DHECLO2, DHECLO3
5WR008 Pax Britannica? War and Peace in the Long Nineteenth Century	DHECLO1, DHECLO3
6HS001 America: The Rise of a Superpower, 1890-1945	DEGCLO2, DEGCLO6, ORDCLO2, ORDCLO6
6HS003 Consumption and the World of Goods: Drink, Drugs and Shopping in Britain, c. 1650-c.1830	DEGCLO1, DEGCLO2, DEGCLO3, ORDCLO1, ORDCLO2, ORDCLO3
6HS004 Independent Study in History	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO6
6HS006 Youth Culture and Popular Music in Twentieth Century Britain	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6HS010 From Unification to Auschwitz. Germany 1871-1945.	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HS015 Charity and Campaigning in Modern Britain and Empire	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6PO008 India in a Global World	DEGCLO2, DEGCLO3, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO5, ORDCLO6
6RL002 The Buddha, his Dharma and the Contemporary World	DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO4, ORDCLO5, ORDCLO6
6RL004 Religious Studies Independent Study	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO6
6RL006 Atheism, Non-Belief and Religion	DEGCLO4, DEGCLO5, ORDCLO4, ORDCLO5

Teaching, Learning and Assessment:

The course provides for the study of a range of historical and religious topics in an innovative, supportive and exciting environment. Modules are taught by leading scholars and academic experts, with a proven and respected research and publications record. Learning takes place through a variety of activities and media designed to support the development of skills and achievement of learning outcomes.

This includes traditional lectures, seminars, class-based activities, group work, individual tutorial sand study visits. Such activities help students become aware of and critically engage with the underpinning theoretical perspectives and methods to study religions.

The course also increases students' digital literacy by widespread use of a range of formats to present materials electronically, including the virtual learning environment and webfolios generated learning objects. This focus on technologies to support and enhance learning is further developed through the use of mobile technologies, for instance iPods and mobile presenters during field visits to places of worship. The Religious Studies course is innovative in the extensive engagement with the local religious environment in Wolverhampton. Many religious communities are within walking distance of the campus and allow for

sessions to link the classroom and community.

The opportunity to undertake an extended piece of research via the level 6 project or the fieldwork case study helps develop students' capacity for independent study and self-motivation, and offers them the opportunity to nurture their intellectual curiosity in an enterprising way. Employability is not only enhanced by the subject-specific and digital literacy skills developed on the course; there is also the opportunity to undertake a volunteering placement that can be incorporated as part of the programme. This provides an opportunity to explore day to day life within a religious community, or to volunteer at local inter faith organisations, or to see how religion is taught in school. Similarly, the History in the Community module encourages students to undertake dedicated workplace learning. This focus and the accompanying skills that it develops provide students with the opportunity to increase their awareness of ethical responsibilities and the debates surrounding global citizenship.

Staff have recent and relevant experience of teaching in secondary schools and have been involved in local and national developments in Religious Education and History.

You will develop key historical and transferable skills in a stimulating environment that is geared towards academic achievement, personal development and future employability.

The central strand of technology running through the course means that graduates will be digitally literate and have a good understanding of the design and presentation of materials for different audiences.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

All modules prepare students for assessed work. In Religious Studies extensive use is made of webfolios to accompany tasks, by providing guidelines and exemplars of good practice.

An option module entitled 'Academic Skills' at level 4 provide opportunities to develop the skills required for study. In addition staff from the Academic Skills unit are involved in inter-disciplinary modules to guide students and support learning.

Employability in the Curriculum:

This is an ideal course for students who want to go into teaching with a responsibility for RE and History in the primary sector or as RE or History specialists in secondary schools and FE colleges. Whilst students focus on one subject for a secondary PGCE, the ability to offer another curriculum subject is a strength when applying for teaching posts.

The skills, competencies and knowledge you learn through this degree are also directly relevant to a wide variety of careers. Information work, librarianship, archive management, museum administration and heritage management are professions that actively employ our graduates. Similarly, the course provides the key analytical and digitally literate skills that are much sought after in the fields of local government, the civil

service, the media and a wide range of business and commercial activities. Many graduates have gone on to undertake applied research at postgraduate level.

In addition, the practical engagement with local religious communities provides a good foundation for employment in the public sector. Religion is an important aspect of many people's lives and understanding religion is highly relevant to the caring professions, social services, community work, the police, nursing and a wide range of business activities.



THE UNIVERSITY OF OPPORTUNITY