

## PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

<b>1</b>	<b>Awarding institution/body</b> <i>University of Worcester</i>	
<b>2</b>	<b>Teaching institution</b> <i>University of Worcester</i>	
<b>3</b>	<b>Programme accredited by</b> <i>Not Applicable</i>	
<b>4</b>	<b>Final award</b> <i>PG Cert</i>	
<b>5</b>	<b>Programme title</b> <i>Religious Education</i>	
<b>6</b>	<b>Pathways available</b>	
<b>7</b>	<b>Mode and/or site of delivery</b> <i>taught programme delivered at UW, schools or other workplaces with a blended learning final module.</i>	
<b>8</b>	<b>Mode of attendance</b> <i>(pt weekends or evenings)</i>	
<b>9</b>	<b>UCAS Code</b> <i>Not Applicable</i>	
<b>10</b>	<b>Subject /Professional Benchmark statements</b> <i>This award is aligned with the FHEQ benchmark statements for programmes at M-level.</i>	
<b>11</b>	<b>Date of Programme Specification preparation/revision</b> <i>December 2010</i>	
<b>12</b>	<b>Educational aims of the programme</b>	
	<p><b>The overall aims of the programme are to promote:</b></p> <ul style="list-style-type: none"> <li>• The development of enhanced professional practice in R.E. within a clear framework of the learners' own professional knowledge and values.</li> <li>• The development of an enhanced critical and reflective attitude towards practice in R.E.</li> <li>• The development of an enhanced and critical knowledge and reflective attitude towards religion/s.</li> <li>• The adoption of a research-based approach to professional development.</li> <li>• An understanding and articulation of the theory underlying learning and teaching in religious education and related issues in the study of religion and society.</li> <li>• The ability to generate innovative insights and creative approaches to learning and teaching in the students' working environment.</li> </ul>	
<b>13</b>	<b>Intended learning outcomes and learning, teaching and assessment methods:</b>	
	<b>Learning outcomes</b>	<b>Module(s) in which these are developed and assessed</b>
	<b>Learning, Teaching and Assessment Methods</b>	
	<p>On completion of the award the student will be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate a systematic understanding of knowledge of religious education, leading to critical insights which are at the forefront of professional practice;</li> <li>2. understand the techniques of research and advanced scholarship in Religious Education;</li> <li>3. show originality in the application of knowledge in ways which enhance the effectiveness of pedagogy;</li> <li>4. show conceptual understanding in the evaluation of current scholarship in R.E. critiquing methodologies and proposing new approaches where appropriate; demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.</li> <li>5. demonstrate a systematic understanding of knowledge, and a critical awareness of a religious tradition unfamiliar to them at the beginning of the module;</li> </ol>	<ol style="list-style-type: none"> <li>1. MEDD4070, 4071, 4007</li> <li>2. MEDD4070, 4007.</li> <li>3. MEDD 4070, 4071.</li> <li>4. MEDD 4070, 4071.</li> <li>5. MEDD 4071.</li> <li>6. MEDD4071.</li> </ol>
		<p>a. An evaluative case study reviewing current practice in R.E. in the participant's own work context or one with which they have familiarity. This study should take into account issues in the nature and purpose of RE, pedagogy and curriculum and related issues in the study of religion and ultimately make proposals for change based upon the insights gleaned.</p>

<ol style="list-style-type: none"> <li>6. demonstrate originality in the application of knowledge to create and resource programmes of study appropriate to their working context; demonstrate the ability to synthesise their knowledge of religions and their understanding of pedagogy;</li> <li>7. provide evidence of their ability to lead, resource and support colleagues teaching Religious Education;</li> <li>8. demonstrate self-direction and originality in planning and implementing tasks at a professional level.</li> <li>9. construct a rigorous brief and appropriate format for their work in liaison with a tutor.</li> <li>10. critically evaluate a range of seminal and current literature relating to the chosen topic.</li> <li>11. devise and implement an appropriate methodology for their work which produces a rigorous answer to a high level question.</li> <li>12. demonstrate systematic critical understanding of the chosen topic, leading to insights at the forefront of professional practice.</li> <li>13. critically reflect on applications and/or practice in relation to their chosen topic in order to further learning in the workplace.</li> </ol>	<ol style="list-style-type: none"> <li>7. MEDD 4071.</li> <li>8. MEDD 4070, 4071, 4007.</li> <li>9. MEDD 4007.</li> <li>10. MEDD 4070, 4007.</li> <li>11. MEDD 4007.</li> <li>12. MEDD 4007.</li> <li>13. MEDD 4007.</li> </ol>	<p>b. The first would be a review style task – writing a review of a book, Video or CD Rom or a chapter of a book; evaluating a resource that might be used in schools. This would be weighted at 35% The more substantial assessment task (weighted at 65%) would be to produce a scheme of work for an RE topic related to a religious tradition at first unfamiliar to the participant. This scheme of work should be resourced and drawn up to indicate teaching strategies and learning outcomes with appropriate tasks set for the pupils acknowledging the diversity of educational need within the classroom. This would be accompanied with a critical commentary justifying the content of the scheme of work pedagogically.</p> <p>c. A report, portfolio or empirical study.</p>
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#### 14 Assessment Strategy

The course award provides a context of support, resources and a framework for examining issues in learning and teaching Religious Education, offering some flexibility for differentiation according to the experience and background of participants. Students will be encouraged to embark on a process of self evaluation and critical reflection upon knowledge and practice, beginning with a needs assessment and then via tutor input, fieldwork, independent study and peer support students will have their learning tested and formed towards final summative assessments within each module. The modules encourage increasing independence and consistent reflection upon practice.

#### 15 Programme structures and requirements

<b>Module Title</b>	<b>Code</b>	<b>Credits</b>
<b><i>Current Issues in Religious Education</i></b>	<b><i>MEDD4070</i></b>	<b><i>20</i></b>
<b><i>Learning and Teaching in Religious Education</i></b>	<b><i>MEDD4071</i></b>	<b><i>20</i></b>
<b><i>Negotiated Learning</i></b>	<b><i>MEDD4007</i></b>	<b><i>20</i></b>

#### 16 QAA Academic Infrastructure

*The learning outcomes for this award have been aligned to the Framework for HE Qualifications benchmarks for awards at level 7/M.*

#### 17 Support for students

The University of Worcester is committed to Equal Opportunities and full information is on the website under the 'student life' link or: <http://www.worc.ac.uk/student/equalopportunities/912.html>.

Links from this page offer details of provision for students with a range of specific needs.

Students will be invited to join other PEP students for induction to the programme, Information and Learning Support Services and a Registry induction at the beginning of their course. Additional induction into the subject will be provided by module tutors.

All students will engage in a self-reflective needs analysis of their current knowledge and experience, taking into account their working context, so that as far as possible the programme contact and tutorial

support can be tailored to their needs and interests.

The programme will make use of a VLE (Blackboard or Moodle) to facilitate interaction between students, general communication and learning.

Students will be expected to engage in fieldwork as part of their learning on this course, and visits to places of worship where possible will be arranged.

The opportunity to present to peers and tutors as an informal and formative part of the learning process will be made.

All students will be provided with a module guide for each module outlining in greater detail the learning outcomes, content and focus and specific resources for each module.

### **18 Admissions policy, criteria and procedures**

Recruitment to the programme will be facilitated by strong partnerships in the region with local authorities, religious communities and leaders and schools. All applicants seeking admission to a course must apply to the University using the appropriate application form.

- The normal minimum entry requirement for this postgraduate taught course is normally a lower second class Honours degree or equivalent.
- Applicants should hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrates they possess appropriate knowledge and skills.
- Students may be admitted with advanced standing through the recognition of credit, or the accreditation of experiential or certificated learning according to the University's Accreditation of Prior Learning policy. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.
- Normally applicants should be in-post and have some responsibility for teaching and learning in their job.
- In keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

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

Student feedback on aspects of the quality of provision is a crucial facet of quality enhancement of the programme. In light of this all modules will be evaluated, and at the end of the programme award students will be expected to complete a further evaluation of provision. The award will be subject to the internal annual review process within the overall context of the PEP.

A designated external examiner will be appointed to the programme and will monitor the quality of learning, teaching and assessment on the award as work arises during each year.

The PEP programme committee meets three times per year to consider whole programme issues and teaching staff and students will be present.

PEP staff development events will consider matters of specific import to teaching and learning at postgraduate level and will occur three-times per year.

Staff teaching on this award have a national and international profile in the subject and are active in research and knowledge transfer across many aspects of religious education.

### **20 Regulation of assessment**

#### **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 50% 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.

- Attendance is required at all sessions
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### 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 50% 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

### Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

### 21 Indicators of quality and standards

Standards on PEP are high and viewed by external examiners as being in line with that of other HEIs. Quality on the programme will be continually monitored and further enhanced by an engagement in all of the processes described above.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

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#### Career Opportunities & Links with Employers

Postgraduate study is widely recognised as enhancing the career prospects of participants. In 2008 the Secretary of State for Children, Schools and Families asserted the government's goal that teaching should become a Masters level profession. Moreover, given the shortage of qualified R.E. specialists in schools, this new award meets this dual need of the vision of a highly qualified staff and demanded expertise in the subject. Close links with local authorities and schools in the area will be maintained by the module tutors on this programme personally and by the university's existing and strong relationship with strategic partners through its CPD network and regular meeting of a CPD steering group.

**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 the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.