



**Definitive Programme Document: Study of Religions  
(Combined Award)**

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	College of Liberal Arts
Department	Culture and Environment
Main campus	Newton Park
Other sites of delivery	Optional international summer school
Other Schools involved in delivery	N/A
Name of award(s)	Study of Religions
Qualification (final award)	BA/BSc Combined Honours
Intermediate awards available	CertHE, DipHE
Routes available	Joint/Major/Minor
Sandwich year	Optional
Duration of award	3 years full-time (4 years with Sandwich year)
Modes of delivery offered	Campus-based
Regulatory Scheme <sup>1</sup>	Undergraduate Academic Framework
Exemptions from regulations/framework <sup>2</sup>	No
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS code	VV65
Route code (SITS)	RPESTS
Relevant QAA Subject Benchmark Statements (including date of publication)	Theology and Religious Studies, October 2014
Date of most recent approval	February 2018
Date specification last updated	March 2018

### Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date

<sup>1</sup> This should also be read in conjunction with the University's Qualifications Framework

<sup>2</sup> See section on 'Exemptions'

## Programme Overview

**The Study of Religions**, taken in combination with another subject, enables you to explore diverse responses to fundamental questions as such as what does it mean to be human, what is truth and how ought one think and act? It provides opportunities to examine radically different ways of interpreting and living in the world and encourages you to reflect on their own beliefs, values and identity. It also offers opportunities to understand and assess ethical standards, theories and their implications from the perspective of different faiths and their interpretation.

Different religions are examined from a global perspective, encompassing a range of traditions, faiths and movements, including but not restricted to India and China. There is a focus on living and new religions and on applying religious knowledge and skills to contemporary contexts and issues. In addition, there is an emphasis on experiential learning through a fieldwork placement in a religious or belief community, involving students in participant-observation and interviewing, and on directing analytical and evaluative tools towards 'real world' concerns, such as ecology, gender and warfare.

**The Study of Religions** contributes to your development as global thinkers who can interpret and represent the beliefs and values of others with respect, empathy and integrity. It provides opportunities to become skilled in argument, analysis and evaluation; to become practised in working collaboratively, creatively and independently; to develop and employ imagination to engage with unfamiliar worldviews; and to become self-reflective and self-critical, recognising possibilities for individual and collective change.

Note that the **Study of Religions** *cannot* be taken in combination with **Philosophy and Ethics**, but you can take an integrated degree course in **Religions, Philosophy and Ethics**, which will enable you to draw together the strands of these different approaches and views of the world.

## Programme Aims

- 1 To explore a range of religious and spiritual concepts and traditions that have an impact on the contemporary world
- 2 To become skilled in analysis, interpretation and the construction of arguments
- 3 To participate in debate about the nature of the disciplines and apply appropriate theoretical and methodological perspectives, drawing upon insights from and engaging with issues raised by other disciplines
- 4 To develop an informed and critical response to the themes and problems that concern scholars of religion, belief and unbelief, and relate these to contemporary controversies and challenges
- 5 To cultivate a sensitive and empathetic approach to diverse traditions, cultures and worldviews and acquire an understanding of the cross-cultural complexity and diversity of different traditions and belief systems
- 6 To reflect on assumptions about truth and meaning, beliefs and values, critically examining pre-suppositions and exploring unfamiliar methods of thinking

Combined Award students will have the opportunity to apply these ideas and concepts to the study of their other subject, using the perspectives gained here to challenge, deepen or develop their insights into other aspects of human behaviour, creativity and thinking.

## Programme Intended Learning Outcomes (ILOs)

### A Subject-Specific Skills and Knowledge

	<b>Programme Intended Learning Outcomes (ILOs) On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
A1	Systematic knowledge of beliefs and practices of religious and spiritual traditions, with a deep focus on practical, qualitative/ethnographic research in a religious community.	Knowledge and critical understanding of the main beliefs and practices of a diverse range of religious and spiritual traditions with a focus on the philosophy of religions.	Knowledge of beliefs and practices of a variety of religious and spiritual traditions, and themes and concepts within and across religions.
A2	Coherent understanding of selected debates and theories in the study of religions, engaging deeply with issues and ideas currently at the leading edge of contemporary religious debate and research.	Knowledge and critical understanding of core debates and theories in the study of religions, engaging with issues and ideas prominent in contemporary religious debate and research.	Knowledge of key debates and theories in the study of religions, philosophies and ethics, engaging with issues and ideas relevant to religious debate and research.
A3	Detailed knowledge of the theories and methods employed in the study of religions, featuring the application of critical enquiry to disciplines, practices and subjects outside academia, for example in politics, ecology, sexuality and other issues of public debate.	Knowledge and critical understanding of the main theories and methods employed in the study of religions.	Knowledge of general theories and methods employed in the study of religions.
A4	Skills in advancing, criticizing, defending and evaluating arguments with clarity, precision and intellectual rigour, with the ability to sustain an independent line of argument.	Skills in advancing and evaluating arguments with clarity and precision, giving reasons for agreement and disagreement with particular thinkers and commentators.	Skills in evaluating arguments with clarity, showing awareness of the nature and implications of scholarly disagreement.

A5	Skills in representing, interpreting and expressing beliefs, views and practices other than your own with respect, integrity and empathy, (re-)formulating the students' own position in the light of the strengths and weaknesses of other positions.	Skills in representing, interpreting and expressing beliefs, views and practices other than your own with respect and integrity, pinpointing areas of comparison and contrast.	Skills in representing, interpreting and expressing beliefs, views and practices other than your own with respect, providing an accurate treatment of different opinions.
A6	Skills in researching religious topics, drawing largely on primary sources (supplemented by secondary ones), to produce a persuasive response to specific challenges and questions.	Skills in researching religious, philosophical and ethical topics, drawing on both primary and secondary sources, to produce a measured response to specific challenges and questions.	Skills in researching religious topics, drawing largely on secondary sources, to produce a response to specific challenges and questions.
A7	Skills in adapting and imaginatively applying different theories and methods in order to understand a number of different religions, integrating theory and method to produce coherent and convincing accounts of their internal and external structures, belief systems and impact.	Skills in adapting and applying theories and methods in order to understand different religions, employing theory and method to develop analyses and arguments.	Skills in applying different theories and methods in order to understand religions, by showing the relevance of theory and method.
A8	Critical understanding of religious contributions to debate in the public realm relating to, for example, values, truth, beauty, identity, health, peace and justice.	Critical understanding of the main religious contributions to debate in the public realm relating to, for example, values, truth, beauty, identity, health, peace and justice.	Knowledge of religious contributions to debate in the public realm relating to, for example, values, truth, beauty, identity, health, peace and justice.

## **B Cognitive and Intellectual Skills**

	<b>Programme Intended Learning Outcomes (ILOs) On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
B1	Skills in abstract, analytical and systematic thinking.	Skills in abstract and analytical thinking.	Skills in analytical thinking.
B2	Skills in making reasoned judgements based on the identification and analysis of arguments and appropriate evidence, demonstrating independence of learning.	Skills in making reasoned judgements based on the identification and analysis of arguments and appropriate evidence, building upon lectures, seminars and reading lists to include substantial independent learning.	Skills in making reasoned judgements based on the identification and analysis of arguments and appropriate evidence, making effective use of lectures, seminars and reading lists.
B3	Skills in capturing, locating and deploying relevant data, using mainly primary sources in an informed manner, generating relevant questions, ideas and hypotheses, defining problems, anticipating outcomes, and thinking creatively.	Skills in locating and deploying relevant data, using both primary and secondary sources in an informed manner, generating relevant questions, ideas and hypotheses, and thinking creatively.	Skills in locating and deploying some relevant data, using mainly secondary sources in an informed manner, formulating appropriate answers to questions set.
B4	Skills in practising metacognition ('thinking about thinking') in a sustained manner, reflecting critically on your own epistemological, metaphysical and ethical assumptions, beliefs and values, and drawing upon this to develop their academic profile and style.	Skills in practising metacognition ('thinking about thinking'), reflecting critically on your own epistemological, metaphysical and ethical assumptions, beliefs and values.	Skills in practising metacognition ('thinking about thinking'), showing evidence of reflection on your own assumptions, beliefs and values.

## **C Skills for Life and Work**

	<b>Programme Intended Learning Outcomes (ILOs) On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
C1	Autonomous learning <sup>3</sup> (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

<sup>3</sup> i.e. the ability to review, direct and manage one's own workload

## Programme content

This programme comprises the following modules

### Key:

Core = C

Required = R

Required\* = R\*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Study of Religions				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	SRE4000-20	Beyond Belief	20		C	C	C
4	SRE4001-20	Global Religions	20		C	C	C
4	PET4100-20	God and Reason	20		O	O	O
4	PET4001-20	Ethics and Values	20		O	O	O
5	SRE5000-20	Studying Religions in the Contemporary World	20		C	C	C
5	SRE5001-20	Living Religion	20		C	C	C
5	SRE5100-20	Indian Religions: Comparative Perspective	20		O	O	O
5	SRE5101-20	Buddhism: Foundations, History and Philosophy	20		O	O	O
5	SRE5102-20	Ethics, Religion and Humanism	20		O	O	O
5	PET5101-20	Ecology and Nature	20		O	O	O
5	SRE5103-20	East Asian Visions: Religion, Philosophy and Ethics in Japan	20		O	O	O
5	PET5100-20	Atheism and Unbelief	20		O	O	O
5	RPE5101-20	Chinese Thought and Culture: China Summer School	20		O	O	O
5/6	YP5100-120	Professional Placement Year	120		O	O	O
6	RPE6000-40	Dissertation	40		R*	R*	R*
6	RPE6100-40	Project	40		R*	R*	R*

6	SRE6110-20	Issues in Contemporary Christianity: Science and Religion	20		R*	R*	R*
6	SRE6100-20	The Song of the Lord: Hinduism, Religion, Scripture and the Bhagavad-Gita	20		O	O	O
6	PET6100-20	Utopia and Dystopia	20		O	O	O
6	SRE6120-20	Spiritual Revolution: Pagan, New and Alternative Religions in the 21st Century	20		R*	R*	R*
6	SRE6101-20	Buddhism in Asia	20		O	O	O
6	PET6102-20	Making Sex	20		O	O	O
6	PET6103-20	India and the West	20		O	O	O
6	HIS6102-20	Islam: faith, politics and history	20		O	O	O
6	HIS6104-20	Muslim Migration and Islam in Europe	20		O	O	O
6	RPE6101-20	Chinese Thought and Culture: China Summer School	20		O	O	O
6	SRE6102-20	Religious and Cultural Diversity in Education	20		O	O	O

\*You must take at least one of the level 6 R\* modules

### Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map, which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

## Work experience and placement opportunities

You are encouraged to gain work experience during the course of the programme. The Level 6 Project module (an alternative to the more traditional Dissertation) might be based on work experience in paid or volunteer roles. Recent examples have included volunteering work for local and national charities, museum work, working with animals and with local environmental preservation groups.

All Study of Religions students undertake fieldwork in a religious community at Level 5: Studying Religions in the Contemporary World. This allows you to gain both subject specific and career related transferable skills through direct contact with community members and the wider public. The placement serves as the basis for an independent research project drawing on skills gained throughout the programme.

Throughout the course, emphasis is placed on the presentation and communication of complex ideas in a variety of formats, using skills and gaining experience that may be directly relevant to future careers.

You may also take the year-long Professional Placement module between levels 5 and 6.

## Relevant Modules

L5 Living Religion (Placement / fieldwork)  
L5-6 Year in Professional Practice module  
L6 Project

## Graduate Attributes

	Bath Spa Graduates...	In RPE, we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By embedding careers and personal and professional development sessions into our modules. In addition, L4 core modules require assessed group presentations and the L5 core module requires a placement in a religious community, equipping you to gain subject specific and transferable employment skills.
2	Will be able to understand and manage complexity, diversity and change	By introducing you to a wide range of complex questions and problems dealing with fundamental philosophical issues, and enabling you to appreciate diversity and change in religious traditions globally.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic	By embedding inter-disciplinarity at the heart of our course we provide multiple perspectives on central issues at the

	practitioners	interface of religions, philosophies, and ethics. In addition we will encourage you to originate, develop, and deliver individual research projects.
4	Will be digitally literate: able to work at the interface of creativity and technology	By enabling you to use digital resources in your learning, such as use of online discussion boards, and encouraging you to engage critically with online materials and methods of communication
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	By promoting opportunities for overseas study, notably Erasmus, and by developing strong links to wider opportunities for experience overseas, notably the Woodenfish programme. The Chinese Summer School module at Levels 5 and 6 offers significant opportunities for sustained study of and in another culture
6	Will be creative thinkers, doers and makers	Equipping you with the academic and professional knowledge and skills to think creatively about core issues in the study of religions and philosophy and ethics.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Promoting critical analysis as a basic component of our assessment items. Throughout our modules, you will be encouraged to become critical thinkers, with an emphasis on developing your own arguments and to reflect upon your own practices of thinking (meta-cognition). Assessment items develop your written and oral communication skills in a variety of formats, as do the seminar and workshop formats of our teaching. You will be encouraged to undertake your own research and equipped with skills of information management.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Enabling you to consider a wide variety of ethical issues, notably as they intersect with philosophy and religion, including environmental, existential and political topics. Our approach is distinctly global and the engagement with inter-cultural philosophies and religious studies enables you to be uniquely prepared for global citizenship.

## Modifications

### Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

### Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

### **Attached as appendices:**

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

**Appendix 1: Programme structure Diagram**  
**Study of Religions Programme Structure: Joint Honours**

<b>Level 4: Semester 1</b>	<b>Level 4: Semester 2</b>
Core Modules: Global Religions (20 Credits) Joint subject	Core Modules: Beyond Belief (20 Credits) Joint subject
Option Modules: <i>Select from:</i> God and Reason (20 Credits) Joint subject or other options	Option Modules: <i>Select from:</i> Ethics and Values (20 Credits) Joint subject or other options
<b>Level 5: Semester 1</b>	<b>Level 5: Semester 2</b>
Core Modules: Studying Religions in the Contemporary World (20 Credits) Joint subject (core)	Core Modules: Living Religion (20 Credits) Joint subject (core)
Option Modules: <i>Select from:</i> Indian Religions: Comparative Perspective (20 Credits) Ecology and Nature (20 Credits)	Option Modules: <i>Select from:</i> Buddhism: Foundations, History and Philosophy (20 Credits) Ethics, Religion and Humanism (20 Credits) East Asian Visions: Religion, Philosophy, and Ethics in Japan (20 Credits)
Chinese Thought and Culture: China Summer School (20 Credits) Joint subject options	
<b>Level 6: Semester 1</b>	<b>Level 6: Semester 2</b>
<i>Select from:</i> Utopian and Dystopia (SR) (20 Credits) Spiritual Revolution: Pagan, New and Alternative Religions in the 21st Century R* (20 Credits) Buddhism in Asia (SR) (20 Credits) Religious and Cultural Diversity in Education (SR) (20 Credits) Islam: faith, politics and history (History) (20 Credits)	<i>Select from:</i> <i>Either</i> Dissertation (40 credits) R* <i>Or</i> Project (40 credits) R* Utopian and Dystopia (SR) (20 Credits) The Song of the Lord (SR) (20 Credits) India and the West (Liberal Arts) (20 Credits) Issues in Contemporary Christianity: Science and Religion R* (20 Credits)

<p><i>Note: you must take at least one Required (R*) module, and take a total of at least 40 credits in Study of Religions</i></p>	<p>Muslim Migration and Islam in Europe (History) (20 Credits)</p> <p><i>Note: you must take at least one Required (R*) module, and take a total of at least 40 credits in Study of Religions</i></p>
<p>Chinese Thought and Culture (PE) China Summer School (20 Credits)</p>	

**Appendix 2: Map of Intended Learning Outcomes (ILOs) against modules**

**BA / BSc Study of Religions (Combined Award)**



Level	Module Code	Module Title	Status C, R,R*, O <sup>4</sup>	Intended Learning Outcomes															
				Subject-specific Skills and Knowledge								Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4
4	SRE4000-20	Beyond Belief	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	SRE4001-20	Global Religions	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	PET4100-20	God and Reason	O	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
4	PET4001-20	Ethics and Values	O		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	SRE5001-20	Living Religion	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	SRE5000-20	Studying Religions in the Contemporary World	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	SRE5100-20	Indian Religions: Comparative Perspective	O	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
5	SRE5102-20	Ethics, Religion, Humanism	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
5	PET5100-20	Atheism and Unbelief	O	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓

<sup>4</sup> C = Core; R = Required (ie required for this route); R\* = Required\*; O = Optional

5	RPE5	Ecology and Nature	O		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
5	PET5101-20	Buddhism: Foundations, History and Philosophy	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
5	SRE5103-20	East Asian Visions: Religion, Philosophy and Ethics in Japan	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
5	RPE5101-20	Chinese Thought and Culture: China Summer School	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5-6	YP5100-120	Professional Placement Year	O									✓	✓	✓	✓	✓	✓	✓	✓
6	RPE6000-40	Dissertation	R*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	RPE6100-40	Project	R*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	SRE6120-20	Spiritual Revolution: Pagan, New and Alternative Religions in the 21st Century	R*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	SRE6101-20	Buddhism in Asia	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
6	PET6100-20	Utopia and Dystopia	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	SRE6110-20	Issues in Contemporary Christianity: Science and Religion	R*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	SRE6100-20	The Song of the Lord: Hinduism, Religion, Scripture and the Bhagavad-Gita	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

6	PET6102-20	Making Sex	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
6	PET6103-20	India and the West	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
6	HIS6102-20	Islam: faith, history and politics	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
6	HIS6104-20	Muslim Migration in Europe	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
6	SRE6102-20	Religious and Cultural Diversity in Education	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	RPE6101-20	Chinese Thought and Culture: China Summer School	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Appendix 3: Map of summative assessment tasks by module**

**BA / BSc Study of Religions (Combined Award)**



Level	Module Code	Module Title	Status C, R, R*, O <sup>5</sup>	Assessment method													
				Coursework						Practical				Written Examination			
				Composition	Dissertation	Essay	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
4	SRE400 0-20	Beyond Belief	C										1x		1x		
4	SRE400 1-20	Global Religions	C					1x					1x				
4	PET4100 -20	God and Reason	O			1x			1x								
4	PET4001 -20	Ethics and Values	O										1x		1x		
5	SRE500 1-20	Living Religion	C									1x		1x			
5	SRE500 0-20	Studying Religions in the Contemporary World	C			1x			1x								

<sup>5</sup> C = Core; R = Required (ie required for this route); R\* = Required\*; O = Optional

5	SRE510 0-20	Indian Religions: Comparative Perspective	O			1x			1x								
5	SRE510 2-20	Ethics, Religion, Humanism	O			1x			1x								
5	PET5100 -20	Atheism and Unbelief	O			1x			1x								
5	PET5101 -20	Ecology and Nature	O					1x	1x								
5	SRE510 1-20	Buddhism: Foundations, History and Philosophy	O			1x			1x								
5	SRE510 3-20	East Asian Visions: Religion, Philosophy and Ethics in Japan	O			1x			1x								
5	RPE510 1-20	Chinese Thought and Culture: China Summer School	O						1x								
5-6	YP5100- 120	Professional Placement Year	O					1x	1x								
6	RPE600 0-40	Dissertation	R*		1x								1x				
6	RPE610 0-40	Project	R*						1x				1x				
6	SRE612 0-20	Spiritual Revolution: Pagan, New and Alternative Religions in the 21st Century	R*			1x			1x								
6	SRE610 1-20	Buddhism in Asia	O			1x			1x								
6	SRE611 0-20	Issues in Contemporary Christianity: Science and Religion	O						1x				1x				

6	SRE610 0-20	The Song of the Lord: Hinduism, Religion, Scripture and the Bhagavad-Gita	O			1x			1x								
6	PET6102 -20	Making Sex	O			1x			1x								
6	PET6100 -20	Utopia and Dystopia	O						1x				1x				
6	PET6103 -20	India and the West	O			1x			1x								
6	HIS6102 -20	Islam: faith, history and politics	O			1x			1x								
6	HIS6104 -20	Muslim Migration and Islam in Europe	O			1x			1x								
6	SRE610 2-20	Religious and Cultural Diversity in Education				1x							1x				
6	RPE610 1-20	Chinese Thought and Culture: China Summer School	O						1x								

\*You must take at least one R module at level 6