

Programme Specification

I. Programme Details

Programme title	Traditions of Yoga & Meditation			
Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>)	BA	<input type="checkbox"/>	MA	<input checked="" type="checkbox"/>
	BSc	<input type="checkbox"/>	MSc	<input type="checkbox"/>
	Other ...	<input type="checkbox"/>		
Mode of delivery	Distance-learning	<input type="checkbox"/>		
	On-campus		<input checked="" type="checkbox"/>	
Professional body accreditation (<i>if applicable</i>)	n/a			
Academic year this specification was created	2016/17			
Dates of any subsequent amendments				

II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> 1. Advanced knowledge and understanding of the traditions of Yoga and Meditation as they developed in ancient India and Tibet. 2. Advanced knowledge of the religious traditions within which these traditions evolved. 3. Advanced skills in researching and writing about topics in yoga/meditation studies, also as a platform for further research at doctoral level. 4. Advanced skills in presentation or communication of knowledge and understanding of topics in yoga/meditation studies.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
<ol style="list-style-type: none"> 1. Students will learn how to assess data and evidence critically, locate and synthesise source materials, critically evaluate conflicting interpretations and sources, use research resources (library catalogues, journal databases, citation indices) and other traditional sources. 2. Subject specific skills, for instance, text analysis, comparative investigations, interpretation of art-historical evidence, familiarity with the study of the traditions of yoga and meditation as a field of critical enquiry in its various historical contexts. 3. Aspects of literature in the study of yoga and meditation with its manifestations in philosophy, religion, iconography and history, as well as the impact of these traditions on religious societies. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Acquisition through lectures and occasional seminars. Students are required to attend all classes, study extensively on their own and prepare non-assessed work regularly. • Acquisition through preparation of essays and dissertations. 	<ul style="list-style-type: none"> • Students will be assessed through a combination of long and short essays. (The dissertation is a required method of assessment for the MA).

Learning Outcomes: Intellectual (thinking) skills
<ol style="list-style-type: none"> 1. Students should become precise and cautious in their assessment of evidence, and to understand through practice what documents can and cannot tell us.

<ol style="list-style-type: none"> 2. Students will develop the capacity to discuss theoretical and epistemological issues in an articulate, informed, and intellectual manner. 3. Students will learn to become precise and critical in their assessment of scholarly arguments and to question interpretations, however authoritative, in order to reassess evidence for themselves. 4. Students will learn to present complex theoretical arguments clearly and creatively. 5. Students will acquire both theoretical and regional expertise in order to develop and apply self-reflexive approaches to the issues raised by the cross-cultural study of yoga and meditation traditions. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Acquisition of all skills will be fostered directly through the programme's core option and indirectly through both the additional options, and supervision of the students' dissertations. • The development of intellectual skills will be facilitated through lectures (and seminars), and students' progress will be monitored through close assessment and supervision of coursework as well as through non-assessed seminar presentations. All courses will introduce information that will need to be assessed critically and will demonstrate how conflicting interpretations arise from the same information. 	<ul style="list-style-type: none"> • The emphasis on assessed written work by essay is in order to ensure advanced level training in skilled cognitive argumentation as a core contribution to preparation for further postgraduate study at the MPhil/PhD level.

Learning Outcomes: Subject-based practical skills	
<ol style="list-style-type: none"> 1. Academic writing 2. IT-based information retrieval and processing 3. Presentational skills 4. Independent study skills and research techniques 5. Reflexive learning 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Acquisition of academic writing skills through the preparation of long essays and the dissertation. • Acquisition of information retrieval skills through course teaching and training sessions offered by the Library and Information Services staff. • Acquisition of presentational skills through seminar and tutorial presentations. • Acquisition of essays writing techniques through skill workshops offered by the Learning and Teaching Unit. • Acquisition of independent study skills and research techniques through supervised individual research and writing (dissertation and long essays). • Acquisition of reflexive learning through discussion and supervised coursework. 	<ul style="list-style-type: none"> • Combination of short and long essays.

Learning Outcomes: Transferrable skills
<p>The programme will encourage students to:</p> <ol style="list-style-type: none"> 1. Write concisely and with clarity.

<ol style="list-style-type: none"> 2. Effectively structure and communicate ideas (oral and written). 3. Explore and assess a variety of sources for research purposes. 4. Work to deadlines and high academic standards. 5. Assess the validity and cogency of arguments. 6. Formulate judgements that involve complex factors. 7. Develop self-reflexivity. 8. Develop an awareness of the ethical complexity of representational practices. 9. Question the nature of social and cultural constructs. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Lectures • Regular monitoring and feedback on student progress during each stage of the programme's courses. • Substantial elements of independent learning, with feedback • Occasional seminar discussion and individual supervision 	<ul style="list-style-type: none"> • Combination of short and long essays, dissertation and course work.