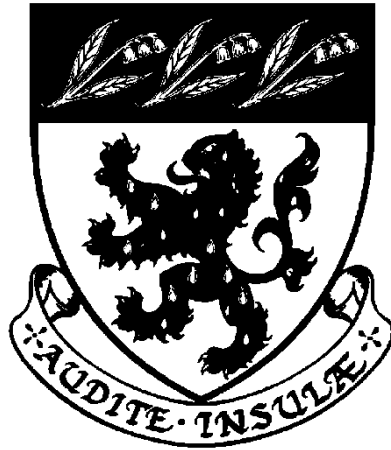


# Maryvale Institute



## MA in Catholic Applied Theology

### Module Descriptors

January 2021

# Contents

Philosophical and Theological Anthropology .....	3
Catechesis: Purpose, Nature, Method .....	8
Catholic Sexual Ethics.....	14
Catholicism and Contemporary Currents of Spirituality.....	21
Christian Anthropology: A Call to Love .....	26
Controversial Issues from Church History .....	32
Controversial Issues in Modern Apologetics .....	37
Dissertation .....	42
Doctrine and Spirituality: Learning from the Fathers .....	46
Examining the Spiritual Traditions of the Early Modern Church (16-17 <sup>th</sup> Centuries). ..	51
The Foundations of Catholic Religious Education .....	57
God and Salvation in Jesus Christ.....	63
Human Dignity: the Foundation of Western Culture and Civilization .....	68
Introduction to Apologetics .....	74
Liturgy and Sacraments .....	79
Living in Christ: an Introduction to Fundamental Moral Theology.....	84
Love and Fruitfulness: Marriage and Family in the Teaching of the Church.....	89
Marriage in Sacred Scripture.....	95
Mind and Heart: Medieval Spirituality .....	100
Moral Formation .....	105
Philosophy, God and Science .....	110
Learning from Monasticism .....	115
Prayer and the Spiritual Life .....	121
Psychology for Spiritual Formation .....	126
Love, Marriage and Family: a Psychological Perspective .....	131
Research Methods .....	136
Scripture for RE and Catechesis .....	141
The Church .....	147
The Contemporary Socio-Political Context of the Family .....	152
The Historical Jesus.....	158
The Sacrament of Marriage: “Loving As God Loves” .....	164

# Philosophical and Theological Anthropology

1. Factual information			
<b>Module title</b>	Philosophical and Theological Anthropology		
<b>Module tutor</b>	Dr Stephen Yates	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

## 2. Rationale for the module and its links with other modules

This module is designed to enable students to explore their own understanding of the human person in relation to these traditions and to reflect on their own and others' lives and experiences in the light of their exploration.

## 3. Aims of the module

The aim of this module is to present the three main anthropological positions of the western intellectual tradition: the biblical, including Hebrew and Christian, because it dominated western culture for over 1,000 years; the classical, from the Thomistic point of view because of its influence on the development of western society over 500 years; and the personalist tradition because of the early Christian development of the concept of person and because of modern philosophical works which have further developed the Catholic understanding of the person for today's world and which have particularly interested Pope John Paul II in his writings and, through them, have become highly influential in Catholic thought and vision.

## 4. Pre-requisite modules or specified entry requirements

None

## 5. Is the module compensatable?

No

## 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Understand, systematically review, and articulate the principal themes included in the specific Catholic concept of the human person.</p> <p><b>A2:</b> Critically appreciate the Catholic understanding of the human person as foundational for a coherent integration of all elements of the course, and its pivotal role within the Catholic worldview.</p>	<p>A1, D1</p> <p>A2, D1</p>	<p>Course book, lectures, essay</p> <p>Seminars, personal research, written assignment</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Reflect critically and systematically on different aspects of personhood to enhance their own personal/professional focus using the classical, biblical and personalist traditions concerning human life</p>	<p>A1, A2, C2, D1</p>	<p>Practical exercises, seminars</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Employ skills of academic enquiry to probe the distinctiveness of the Catholic view and compare it critically with contemporary philosophical and popular positions.</p>	<p>B1, C1, D1</p>	<p>Personal research, seminars, applied aspect of written assignment</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Apply theoretical reflection on Christian anthropology to personal life experiences, one's own and others.</p>	C1, C2, D1, D2	Practical exercises, seminars

#### 8. Indicative content.

1. Historical overview of the main Catholic anthropological traditions
2. Biblical tradition: Image of God and human dignity
3. Classical tradition: Human nature, Body and Soul
4. Personalist tradition: the human person in a modern philosophical perspective
5. Anthropological foundations for an understanding of values and spirituality
6. Mind, Will and Freedom
7. Death, Eternal life, Happiness

#### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment strategy:** Practical exercises, feedback on draft work and seminars (including webinars) allow for formative assessment; summative assessment is by essay, case study analysis and oral presentation.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	45%	30	50%	A1, A2, B1, C1
Case Study	25%	30	50%	A1, C1, D1
Oral presentation	30%	32	50%	A1, B1, D1
Practical Exercises	NA			
Seminars	NA			

10. Teaching staff associated with the module
Name and contact details
Dr Stephen Yates

11. Key reading list				
Author	Year	Title	Publisher	Location
BROWN, Hunter, HUDECKI, Dennis L., KENNEDY, Leonard A. and SNYDER, John J. (Eds)	1995	Images of the Human: The Philosophy of the Human Person in a Religious Context	Loyola Press	Chicago
FINLEY, John.	2015	'The Metaphysics of Gender'.	<i>The Thomist</i> , Vol. 79, No.4 (October 2015), pp.585-614	
O'CALLAGHAN, P	2016	Children of God in the World: An Introduction to Theological Anthropology	Catholic University of America Press	Washington, DC
TONER, Patrick.	2010	'St Thomas Aquinas on Death and the Separated Soul.'	<i>Pacific Philosophical Quarterly</i> , 91 (2010), pp.587-599.	
HILL, Edmund	1984	Being Human	Geoffrey Chapman	London

11. Key reading list				
Author	Year	Title	Publisher	Location
LOUGHLIN, J (ed.)	2019	Human Dignity: the Foundation of Western Civilization	Bloomsbury Press	London
MADDEN, J. D.	2013	Mind, Matter and Nature: a Thomistic proposal for the Philosophy of Mind.	Catholic University of America Press.	Washington DC
REICHMANN, James B.,	2007	Aquinas, Scotus and the Christological Mystery: Why Christ is not a Human Person'	<i>The Thomist</i> 71.3, July, 2007, 451-74	
SPAEMANN, R.	2006	Persons: the difference between 'someone' and 'something',	OUP	Oxford
TRABBIC, Joseph G.	2011	'The Human Body and Human Happiness in Aquinas's <i>Summa Theologiae</i> '.	<i>New Blackfriars</i> 92 (September 2011), pp.552-564.	

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Title changed from <i>Christian Anthropology</i>	Following the inclusion of the module in <i>Human Dignity</i> on the pathways in RE and Catechesis and Apologetics, the title of this module was changed to make clearer its distinctiveness in relation to the newer module.	June 2020

## Catechesis: Purpose, Nature, Method

1. Factual information			
<b>Module title</b>	Catechesis: Purpose, Nature, Method		
<b>Module tutor</b>	Ausra Cane	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module contributes to the catechesis pathway by providing a foundation module for students whose main focus is the transmission of the faith in the contemporary world.

### 3. Aims of the module

It aims to enable students to situate and understand their ministry/vocation within ecclesial tradition, and to provide the Catholic catechist with a clear understanding of the purpose and nature of catechesis and its relationship to divine revelation and the mission of the Church. Because the issue of catechetical methodology has, in recent times, been one of real contention, this module enables students to engage critically with a range of models so as to evaluate their appropriateness for catechesis as it is envisaged by the Church's magisterium.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No



7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical understanding of the Catholic Church's teachings on catechesis, with an emphasis on the twentieth and twenty-first-centuries</p> <p><b>A2:</b> A critical and creative awareness of the relation between the anthropological, christological and soteriological foundations of the Catholic Faith and the aims, principles, content and methods of catechesis</p>	<p>A1, D1</p> <p>A1, A2, B1, B2, D1</p>	<p>Coursebook, independent research, written assignment</p> <p>Lecture input, independent research, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to develop and articulate, systematically and critically, a vision of catechesis rooted in the sources of the faith and informed by contemporary research</p>	<p>A1, A2, B1, B2, D1, D2</p>	<p>Course materials, seminars, written assignment</p>

C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability critically to analyse and evaluate one's own catechetical presuppositions and practices in the light of this vision</p>	C1, C2, D1, D2	Seminars, applied aspect of written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to think critically and innovatively concerning the pedagogical implications of disseminating complex material</p>	C1, C2, D1, D2	Study of catechetical programmes, seminars, applied aspect of written assignment

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Nature and purpose of catechesis.</li> <li>II. Nature and purpose of catechesis in a historical context</li> <li>III. Pedagogy of God, Pedagogy of Revelation</li> <li>IV. Methodology in the Church's teaching</li> <li>V. Person oriented methodology, inculturation</li> <li>VI. Practical implications: Catechumenal model, systematic catechesis, liturgy</li> <li>VII. Practical approaches: Purnell, Kelly, Groome</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Feedback on draft work and seminars (including webinars) allow for formative assessment, with summative assessment conducted via essay and practical exercises.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	60%	10	50%	A1, A2, B1
Practical exercises	40%	10	50%	B1, C1, D1
Seminars	NA			B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr Birute Briliute and Ausra Cane

11. Key reading list				
Author	Year	Title	Publisher	Location
Allen, J.	December 2013	"Francis and the 'Culture of Encounter'"	<i>National Catholic Reporter</i> . Available from: <a href="https://www.ncronline.org/blogs/ncr-today/francis-and-culture-encounter">https://www.ncronline.org/blogs/ncr-today/francis-and-culture-encounter</a>	
Congregation for the Clergy	1997	General Directory for Catechesis	CTS	London
Congregation for Catholic Education	2017	Educating to Fraternal Humanism.	<a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20170416_educare-umanesimo-solidale_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20170416_educare-umanesimo-solidale_en.html</a> . Accessed 16 <sup>th</sup> October 2017.	Vatican City
Congregation for Catholic Education	2014	Educating Today and Tomorrow	<a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-</a>	Vatican City

11. Key reading list				
Author	Year	Title	Publisher	Location
			<a href="#">domani_en.html</a> . Accessed 16 <sup>th</sup> October 2017.	
Congregation for Catholic Education	2013	Educating to Intercultural Dialogue in Catholic Schools	<a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html</a>	Vatican City
De Cointet, P; Morgan, B; Willey, P.	2008	The Catechism and the Craft of Catechesis	Ignatius Press	San Francisco
Groome, Thomas	2006	'Le Catechese Fidele Dans un Monde de Dissidents'	Lumen Vitae, Vol 61, March 2006, pp.101-117	
Kelly, F	1999	The Mystery We Proclaim	Our Sunday Visitor	Huntington IN
Kinnaman, D. and Lyons, G.	2012	Unchristian: What a New Generation Really Thinks about Christianity ... and Why It Matters	Baker Books.	Grand Rapids, Michigan.
Kinnaman, D.	2011	You Lost Me: Why Young Christians Are Leaving the Church ... And Rethinking Faith	Baker Books.	Grand Rapids, Michigan.
McKinney, R. D.	2014	"Using Storytelling", (Including Image, Metaphor, and Narrative) in Cross-Generational and Cross-Cultural Twenty-First Century Evangelism,	D. Min dissertation, 2014. Available from: <a href="http://digitalcommons.georgefox.edu/dmin/91">http://digitalcommons.georgefox.edu/dmin/91</a>	Newberg, Oregon
Viladesau, R	2000	Theology and the Arts	Paulist Press	New Jersey

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Catholic Sexual Ethics

1. Factual information			
<b>Module title</b>	Catholic Sexual Ethics		
<b>Module tutor</b>	Dr Christine Ward	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

The module amplifies the pathway aims by addressing one of the most heavily contested areas of Church teaching, the area of sexuality.

### 3. Aims of the module

The module necessarily focuses, therefore, in setting out and examining the viability of an understanding of Catholic teaching in this area which might provide a reasoned and credible response to these varied critiques. For the Catholic tradition, marriage is held to be the only morally legitimate sphere for sexual activity. Therefore, if one wants to understand the purpose of sexual activity one has to see it within the state of marriage.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1</b> : Systematic and critical knowledge and understanding of the teaching of the Catholic Church on moral issues related to sexuality, in the light of contemporary debates and questions</p>	A2, B1, C1, D1	Lectures, course materials, independent reading/research, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1</b>: An ability to compare, contrast and critically evaluate a range of philosophical and theological approaches in this area</p>	B1, C1, C2, D1, D2	Seminars, course materials, case studies
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1</b>: An ability to apply resources of the Christian tradition critically and creatively to complex areas of ethical debate in the field of marriage and sexuality</p>	A2, B1, C1, C2, D1, D2	Seminars, practical exercises, applied aspect of assignments

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Demonstrate the capacity to construct clear arguments for contribution to debates on contested topics</p>	B1, C1, C2, D1, D2	Independent research, seminars, written assignment

## 8. Indicative content.

### I. Understanding the Theological Underpinning

The 'personalist' stress in contemporary Catholic discussions of these areas relates to the notion of humanity being made in the image and likeness of God. The Trinitarian understanding of God, of three Persons in One Union of life and love, is a key foundation for any systematic Catholic approach to sexuality. A systematic theological approach to sexuality requires us to begin from the Trinitarian understanding of God, move to the concept of the human person and the community of marriage and the family, and from there to sexuality.

### II. Understanding the Anthropology

In a Christian concept of the human person, the sexual aspect of humanity flows from the spiritual and the personal dimensions of the person and always related to these.

### III. Understanding the Civil and Social dimension of Catholic teaching

As noted above, there is a strongly personalist emphasis in many writings on marriage and the family in the past generation of scholarship and Church writing. This is a rich vein of thought to study. At the same time, there is an imbalance that can creep in if personalism is interpreted in an interpersonal way without due attention being given to the wider picture of civic structures and the relevance of marriage and the family to the broader social picture.

### IV. Understanding Philosophical Commitments

Here one examines the Church's understanding of concupiscence and the place of pleasure in sexuality, together with notions of sexual 'entitlement' founded on desire, comparing this to the Catholic understanding of sexual activity being related to human goods.

### V. Understanding Ethical Positions

There is a whole range of issues here that need considering, including the question of whether there can be said to be morally 'good' and 'bad' sex; how these might be linked to voluntariness, to nature, and to the human person and human goods. The specific areas of contraception, pornography, and so are, can be analysed as outcomes of these broader patterns of thinking.



**8. Indicative content.**

## VI. Understanding the Relationship between Gender and Ethics

Finally, one cannot ignore the probing of Catholic teaching that has come from feminist perspectives on the one hand and from homosexual lobbying on the other, which has profound implications for questions of bodiliness, gender and the relationship between sex and gender, body and soul.

**9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes****Assessment Strategy:**

Formative assessment through seminars (including webinars) and practical exercises; summative assessment conducted via written assignment and case study/practical application exercise.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	65%	10	50%	A1, C1, D1
Case study/practical application	35%	10	50%	A1, B1, C1
Seminars	NA			
Practical Exercises	NA			

**10. Teaching staff associated with the module**

## Name and contact details

Dr Christine Ward

**11. Key reading list**

Author	Year	Title	Publisher	Location
BASKERVILLE, S	2017	The New Politics of Sex, The Sexual Revolution, Civil Liberties, & the Growth of Governmental Power	Angelico Press	Brooklyn, NY
R. Lawler, J. Boyle and W.E. May	2011	Catholic Sexual Ethics, 3 <sup>rd</sup> edition	Our Sunday Visitor	Huntington, IN

11. Key reading list				
Author	Year	Title	Publisher	Location
A. McCarthy	2016	Ethical Sex: Sexual Choices and their Nature and Meaning	Fidelity Press	South Bend, IN
G. O'Collins	2016	The Joy of Love ( <i>Amoris Laetitia</i> ): The Papal Exhortation in Its Context, Theological Studies December 2016 vol. 77 no. 4, 905-921		
Pope Francis	2016	Amoris Laetitia, Post Synodal Apostolic Exhortation on Love in the Family		
T. Salzman and M. Lawler	2015	<i>Catholic Theological Ethics: Ancient Questions, Contemporary Responses</i>	University Press of America.	Lanham, MD
J. Seifert	2016	<i>Amoris Laetitia: Joy, Sadness and Hopes</i> , Aemaet, Wissenschaftliche Zeitschrift für Philosophie und Theologie, 5, 2 (2016) 160-249		
J. Shaw	1991	Humanae Vitae: A Generation Later	Catholic University of America Press	Washington
R. Spaemann	2006	Persons: the difference between 'someone' and 'something'	OUP	Oxford

12. Other indicative text (e.g. websites)
<a href="http://www.theologyofthebody.com">www.theologyofthebody.com</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Dr Christine Ward replaced Fr Edward Clare	February 2019



## Catholicism and Contemporary Currents of Spirituality

1. Factual information			
<b>Module title</b>	Catholicism and Contemporary Currents of Spirituality		
<b>Module tutor</b>	Dr Keith Chappell	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module contributes to the spirituality pathway in its attention to the contemporary effects of separating spirituality from secular approaches to the human person.

### 3. Aims of the module

The module aims to address this issue by studying the popular promotion of the laity involved in the new movements within the Church, such as the Society of St Vincent de Paul, as well as the recent New Movements which flourished in the pontificate of John Paul II. The tensions inevitable with the development of contemporary currents of spirituality opens a critical engagement with different trends in this development. Benedict XVI has taken up early correcting themes, such as those of the Benedictine Anselm Stolz, in his work in the Christocentric reordering of theology. His work in the *Congregation of the Doctrine of the Faith* was responsible for correct exaggerated claims of ecumenism and world religious experience, which has been enhanced by academic critiques from writers such as Steven Katz and Philip Sheldrake.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> The ability critically and systematically to articulate and evaluate the characteristics and development of spirituality during the period of late modernity</p> <p><b>A2:</b> Systematic knowledge and critical understanding of the different aspects of the historical, theological and cultural context underpinning these spiritualities, and a critical awareness of their relationship with earlier ideas within the Christian Tradition</p>	<p>A2, B1, D1</p> <p>A2, B1, D1, D2</p>	<p>Coursebook, written assignment</p> <p>Lectures, seminars, applied aspect of written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> Critical awareness of the 'experiential turn', the manner in which spirituality has been shaped by the emphasis on the individual and the various responses to these trends</p> <p><b>B2:</b> The ability critically to analyse and evaluate various competing ideas of the human person and theological discourse in modernity</p>	<p>A2, B1, B2, D1, D2</p> <p>B1, D1, D2</p>	<p>Lectures, seminars, course materials, written assignment</p> <p>Seminars, practical exercises, case studies, applied aspect of written assignment</p>

C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability, critically and creatively, to apply theological reflection on this period in their pastoral-educational setting so as to facilitate others' understanding and formation</p>	A2, B1, B2, C1, C2, D1, D2	Seminars, applied aspect of written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1 :</b> The capacity to interrogate analytically social and cultural environments in relation to spirituality</p>	A2, D1, D2	Lectures, seminars, applied aspect of written assignment

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Enthusiasm (revivalist, subjective religious experience)</li> <li>II. Liberal divorce of Theology and Spirituality (e.g. Heiler <i>On Prayer</i>, Otto <i>Idea of the Holy</i>)</li> <li>III. Pan-Religious Spirituality in the 'Eastern Turn' (e.g. Merton, Johnston, Main, Griffiths)</li> <li>IV. Theological, Academic and Ecclesial Responses (Contextualisation and Tradition: Anselm Stolz, Steven Katz, Philip Sheldrake, Congregation for the Doctrine of the Faith)</li> <li>V. New Ecclesial Movements</li> <li>VI. The 'New Age' and Catholicism</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Formative assessment through seminars, practical exercises, and case studies; summative assessment conducted via written assignment and case study/practical application exercise.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Written assignment	60%	30	50%	A1, B1
Case study/practical application	40%	30	50%	A2, B2, C1, D1
Seminars	NA			A2, B1, B2, C1, D1
Practical exercises	NA			B2

10. Teaching staff associated with the module
Name and contact details
Dr Keith Chappell

11. Key reading list				
Author	Year	Title	Publisher	Location
Balthasar, Hans Urs von	1998	'Buddhism – An Approach to Dialogue'	<i>Communio</i> , (Winter), pp.403-410.	
Hannah, T	2007	New Ecclesial Movements	St Paul's Press	London
Hefner, R.W. (Ed)	2013	Global Pentecostalism in the 21 <sup>st</sup> Century	Indiana University Press,	Bloomington, IN
Knox, Ronald	1950	Enthusiasm: A Chapter in the History of Religion	Clarendon Press	Oxford
Hocken, P.	2009	Challenges of the Pentecostal, Charismatic	Ashgate	Farnham



11. Key reading list				
Author	Year	Title	Publisher	Location
		and Messianic Jewish Movements: The Tensions of the Spirit		
Sheldrake, Philip	2013	Spirituality – A Brief History	Wiley-Blackwell	Oxford
Smart, N, Clayton, J, Sherry, P and Katz, S (Eds)	2008	Nineteenth Century Religious Thought in the West Vol 2	CUP	Cambridge
Tyler, P and R. Woods	2016	The Bloomsbury Guide to Christian Spirituality	Bloomsbury	London

12. Other indicative text (e.g. websites)
<a href="http://www.ccr.org.uk/">http://www.ccr.org.uk/</a> <a href="http://creationspirituality.info/">http://creationspirituality.info/</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Christian Anthropology: A Call to Love

1. Factual information			
<b>Module title</b>	Christian Anthropology: A Call to Love		
<b>Module tutor</b>	Mary Killeen	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

2. Rationale for the module and its links with other modules
This module in the Marriage and Family and Spirituality pathways combines the contribution of reason and Revelation in articulating both the philosophical and theological principles of Christian anthropology.

3. Aims of the module
In the first part, the module aims to examine the philosophical foundations and in particular the Catholic understanding of the relationship between philosophy and faith, as presented in John Paul II's encyclical Fides et Ratio. Particular attention will be given to the personalist contributions of John Paul II's philosophy. In the second part, the module aims to address the mystery of the human person in the light of Revelation. In doing so, the fundamental questions which characterize a truly human existence are encountered – questions regarding the very meaning of life and love, the search for happiness, the desire for eternity. Hence, the principal doctrines of creation, redemption and eschatology will be elaborated through the teaching of Sacred Scripture, Tradition and the Magisterium. Particular attention will be given to the teaching of the Second Vatican Council and its significance for the work of John Paul II.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1</b> : A critical awareness of the need for, and characteristics of, an anthropology adequate to address the fundamental human search for meaning</p>	A1, A2, D1	Lectures, coursebook and associated tasks, seminar, written assignment.
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1</b>: A systematic understanding of methods and key concepts in philosophical and theological argument and analysis</p>	A1, A2, B1, D1	Coursebook, personal study, seminar, tutorial, written assignment
<p><b>B2</b>: The ability critically to analyse concepts central to the personalism of Pope John Paul II</p>	A1, A2, B1, D1	Seminar, coursebook exercises, written assignment
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1</b>: The ability creatively to explore opportunities for dialogue with other</p>	A1, B1, C1, C2,	Seminar, applied dimension of written

<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
worldviews based on a critical engagement with the concept of the human person	D1, D2	assignment

<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> An ability to facilitate debate on contemporary anthropological issues.</p>	A2, C1, C2, D1, D2	Group discussion, seminar, applied dimension of written assignment.

<b>8. Indicative content.</b>
<p><u>Part One</u></p> <ul style="list-style-type: none"> <li>I. The origins of philosophy in the human quest to 'know yourself'.</li> <li>II. Key areas of philosophical study: an introduction to areas of philosophical study such as epistemology, logic, and metaphysics.</li> <li>III. The history of the relationship between philosophy and Catholic Faith. The thought of key philosophers, such as St Augustine, St Thomas Aquinas, Descartes and Kant, will be introduced.</li> <li>IV. The importance of philosophy to faith today.</li> </ul> <p><u>Part Two</u></p> <ul style="list-style-type: none"> <li>I. The Redeemer of Man.</li> <li>II. Creation and man created in the 'image and likeness of God'.</li> <li>III. Original Sin, suffering and death.</li> <li>IV. Incarnation of God as man.</li> </ul>

**8. Indicative content.**

- V. Redemption and adoption as sons in the Son.
- VI. Eschatology or the final destiny of man.

**9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes****Assessment Strategy:**

Formative assessment is through group discussions, tutorials and seminars (including webinars focused on lecture input). Summative assessment: essay (3500 words) on a particular aspect of the anthropology for a specified group, and shorter piece based on issue raised in the media or on a case study (1500 words).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	70%	10	50%	A1, B1, B2
Exercise in applied theology	30%	10	50%	C1, D1
Group discussion/seminar	NA			A1, B1, B2, C1, D1
Tutorial	NA			B1

**10. Teaching staff associated with the module****Name and contact details**

Mary Killeen

**11. Key reading list**

Author	Year	Title	Publisher	Location
Anderson, A., & Granados, J.	2009	Called to Love: Approaching John Paul II's Theology of the Body	Doubleday	New York
Bransfield, B. J.	2010	The Human Person According to John Paul II	Pauline Books & Media	Boston

11. Key reading list				
Author	Year	Title	Publisher	Location
Buttiglione, B.	1997	Karol Wojtyla. The Thought of the Man who became Pope	Eerdmans Publishing Co.	Grand Rapids: Michigan/ Cambridge UK
John Paul II	2006	Man and Woman He Created Them. A Theology of the Body	Pauline Books & Media	Boston
Grygiel, S.	2014	Discovering the Human Person: In Conversation with John Paul II	Eerdmans Publishing Co.	Grand Rapids: Michigan/ Cambridge UK
Kupczak, J.	2014	Gift and Communion. John Paul II's Theology of the Body	CUA Press	Washington D. C.
Melina, L.	2011	Learning to Love at the School of John Paul II and Benedict XVI	Gracewing	Leominster
Schmitz, K	1993	At the Center of the Human Drama	CUA Press	Washington D. C.
Scruton, R.	2017	On Human Nature	Princeton University Press	New Jersey/Woodstock, Oxfordshire
Wojtyla, Karol	2013	Love and Responsibility	Pauline Books & Media	Boston

12. Other indicative text (e.g. websites)
Fieser, J, and Dowden, B The Internet Encyclopaedia of Philosophy
humanumreview.com – on questions of anthropology and culture
humanitas.cl – periodical on Christian anthropology and culture
<a href="http://www.secondspring.co.uk/">www.secondspring.co.uk/</a> - a journal of faith and culture
<a href="http://www.laici.va/content/laici/en/sezioni/donna/profilo.html">www.laici.va/content/laici/en/sezioni/donna/profilo.html</a>
<a href="http://tobinternationalsymposia.com">http://tobinternationalsymposia.com</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment	Practical/applied element included in summative assessment exercise.	February 2019

## Controversial Issues from Church History

1. Factual information			
<b>Module title</b>	Controversial Issues from Church History		
<b>Module tutor</b>	Mr Patrick Martin	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

The module contributes to the pathway by addressing the intellectual foundations of a fair and honest apologetic assessment of both the weaknesses of the Church record and anti-Catholic (anti-Christian) historical interpretative bias.

### 3. Aims of the module

The module will explore particular moments of Church history when faith in the holiness of the Church has been most of all tested. This historical experience offers a critical confirmation not only of the humanity of the Church but the action of the Holy Spirit purifying and guiding the Church to this day. The module will clarify what happened historically and in context, and therefore it will both offset prejudice and highlight honestly mistakes and sinfulness.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No



7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical understanding of key episodes in the Church's history which have been perceived to be in tension with the Church's professed holiness and mission.</p>	B1, C1, D1	Course book and associated reading, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> An ability critically and creatively to respond appropriately to discussion of controversial issues in Church history</p>	B1, C1, C2, D1, D2	Seminars, practical exercises, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> A critical understanding of the methods used by historians in their portrayal and analysis of the major episodes of historical controversy.</p>	B1, C1, C2, D1, D2	Seminars, course book and associated reading, written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> An ability to assess historical accounts and sources of events, to contextualise events and to identify the part played by propaganda and prejudice in public debates.</p>	B1, C1, C2, D1, D2	Seminars, practical exercises/case studies, written assignment

## 8. Indicative content.

- i. The Approach to Controversial Issues - Methodology
- ii. The Crusades
- iii. The Inquisition
- iv. The Borgias
- v. The Marian Persecutions
- vi. Pope Pius XII and the Jews in the Second World War

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** Formative assessment through seminars, practical exercises, and case studies; summative assessment conducted via written assignment.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	100%	20	50%	A1, B1, C1, D1
Seminar	NA			B1, C1, D1
Practical exercise/case study	NA			B1, D1

10. Teaching staff associated with the module
Name and contact details
Mr Patrick Martin

11. Key reading list				
Author	Year	Title	Publisher	Location
W. Brandmüller	2009	Light and Shadows: Church History amid Faith, Fact and Legend	Ignatius Press	San Francisco
J. M. De Silva, editor.	2020	The Borgia Family: Rumor and Representation.	Routledge	Abingdon, Oxfordshire
E. Duffy	2014	Saints and Sinners: A History of the Popes	Yale University Press	New Haven & London
P. Gallio (ed.)	2006	Pius XII, the Holocaust and the Revisionists	McFarlane & Company	Jefferson, N Carolina & London
A. Jotischky	2015	Crusades: A Beginners Guide.	Oneworld Publications	Richmond
H. Kamen	2014	The Spanish Inquisition: A Historical Revision	Yale University Press	New Haven & London
P. Marshall	2012	Reformation England: 1480 - 1642	Bloomsbury Academic	London
C. Tyerman	2019	The World of the Crusades.	Yale University Press	New Haven, CT
R. Ventresca	2013	A. Soldier of Christ: The Life of Pope Pius XII	Belknap Press of Harvard University Press	Cambridge, Mass.
J. Vidmar	2014	The Catholic Church through the Ages	Paulist Press	New York/Mahwah, NJ
S. Weidenkopf	2017	The Real Story of Catholic History	Catholic Answers Press	El Cajon, California:

#### 12. Other indicative text (e.g. websites)

[www.vatican.va](http://www.vatican.va)

Rawlings, Helen. 'The Spanish Inquisition and the Converso Challenge (c. 1480–1525): A Question of Race, Religion or Socio-Political Ascendancy?' *A Companion to Heresy Inquisitions*, Feb. 2019, pp. 173–97. *brill.com*, doi:10.1163/9789004393875\_008.

Thomas, Werner. 'The Metamorphosis of the Spanish Inquisition, 1520–1648'. *A Companion to Heresy Inquisitions*, Feb. 2019, pp. 198–227. *brill.com*, doi:10.1163/9789004393875\_009.

Tibble, Matthew. 'Sovereignty and Spectacle in 1557: The Reunion of Philip II and Mary I'. *Historical Research*, vol. 92, no. 256, May 2019, pp. 305–17, doi:10.1111/1468-2281.12268.

Rychlak, Ronald J., and Society of Catholic Social Scientists. 'Communist Disinformation: The Assault on a Pope and Catholic Leaders in Eastern Europe'. *Catholic Social Science Review*, vol. 24, 2019, pp. 91–105. *DOI.org (Crossref)*, doi:10.5840/cssr20192438.

#### 13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Coursebook reworked	Coursebook further to give greater prominence to developing the skills of historical apologetics in relation to detailed knowledge of a wide range of particular issues.	February 2020

## Controversial Issues in Modern Apologetics

1. Factual information			
<b>Module title</b>	Controversial Issues in Modern Apologetics		
<b>Module tutor</b>	Fr. Marcus Holden	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module covers major contemporary apologetic controversies that have not already been covered in the other modules of the pathway. It ensures that the pathway is relevant to the pedagogical and pastoral needs of apologetics within the discipline of applied Catholic theology.

### 3. Aims of the module

The module aims to equip students to understand and engage with the latest apologetic challenges. The module will answer objections to the concept of biblical inspiration and inerrancy, with particular reference to the Old Testament. The module will also look at the Church's controversial claims regarding itself in relation to other religions (with particular reference to the challenges of Islam) and also in relation to non-Catholic Christian churches and groups. The module will also address the more recent claim that the Catholic Church is and has been a negative influence on the world and society.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A critical understanding of the contemporary intellectual challenges surveyed in the module and knowledge of the possible Catholic responses to these controversies</p>	A1, B1, B2, C1, C2, D1, D2	Course book, lectures, personal research, written assignment, oral presentation
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>B1:</b> Critical awareness of the methods used in responding to contemporary intellectual challenges</p>	B1, B2, C1, D1, D2	Lectures, seminars, course materials, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> An ability to use reason, Scripture, Tradition, reason and practical examples in response to modern controversies</p>	A1, B1, B2, C1, D1, D2	Seminars, case studies, independent research, written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1</b> : The ability to construct written and oral communication which engages primary resources and contemporary debate</p>	A1, B1, B2, C1, C2, D1, D2	Seminars, case studies, personal research, written assignment, oral presentation

## 8. Indicative content.

- I. The Church and Society – What has Catholicism given to the world?
- II. The Church and Islam
- III. Life and Bioethical Issues
- IV. The Problem of Evil
- V. Objections to the Old Testament as revelation.
- VI. The Inspiration and Inerrancy of the Bible.
- VII. The Church and non-Catholic Christians

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Formative work occurs in seminars and group consideration of case studies; while summative assessment consists of two parts: written analysis of a contemporary debate in this field of knowledge (3-5000 words); oral presentation and explanation of another key apologetical challenge examined in the module (30 minutes)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Debate analysis	70%	30	50%	A1, B1, C1, D1
Oral presentation and defence	30%	32	50%	A1, D1
Seminar presentations/case studies	NA			B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Fr. Marcus Holden

11. Key reading list				
Author	Year	Title	Publisher	Location
C. Blomberg	2016	The Historical Reliability of the New Testament	Broadman and Holman Publishers	Nashville: TN
G. D' Costa	2014	Vatican II: Catholic Doctrines on Jews and Muslims	Oxford University Press	Oxford, UK
J. A. Evans	2017	The Problem of Evil	Broadman and Holman Academic	Nashville: TN
A. Fisher	2011	Catholic Bioethics for a New Millennium	Cambridge University Press	Cambridge
J. Granabos, C. Granabos and L. Sanchez-Navarro	2008	Opening the Scriptures: Joseph Ratzinger and the Foundations of Biblical Interpretation	Eerdmans	Grand Rapids/ Cambridge
M. Holden and A. Pinsent	2011	Lumen: The Catholic Gift to Civilisation	Catholic Truth Society	London
R. Latourelle	2009	The Theology of Revelation	Wipf and Stock	Eugene OR
John Loughlin (ed.)	2019	Human Dignity: the Foundation of Western Civilization	Bloomsbury Press	London
J. Walbridge	2013	God and Logic in Islam: the Caliphate of Reason	Cambridge University Press	Cambridge, UK
W. E. May	2013	Catholic Bioethics and the	Our Sunday Visitor	Huntington, IN



11. Key reading list				
Author	Year	Title	Publisher	Location
		Gift of Human Life, 3 <sup>rd</sup> edition		
G. O'Collins	2013	The Second Vatican Council on Other Religions	Oxford University Press	Oxford
B. Pitre	2016	The Case for Jesus: The Biblical and Historical Evidence for Christ	Image	New York, NY

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Dissertation

1. Factual information			
<b>Module title</b>	Dissertation		
<b>Module tutor</b>	Tutorial team	<b>Level</b>	M
<b>Module type</b>	Supervised	<b>Credit value</b>	60
<b>Mode of delivery</b>	At least 3% face-to-face, at most 97% distance learning.		
<b>Notional learning hours</b>	At least 20 hours lecture/seminar/tutorials; at most 580 hours independent learning.	600	

### 2. Rationale for the module and its links with other modules

This module contributes to the MA in Catholic Applied Theology programme as the final mark of level 7 ability and as a specialist research activity within the range of the programme.

### 3. Aims of the module

To test the capacity of students to work analytically with knowledge databases and practical resources at masters level.

To enable students to construct effective dissertations which make appropriate contributions to specific fields of knowledge at M level.

### 4. Pre-requisite modules or specified entry requirements

Students must have successfully completed 120 credits of taught modules, including Christian Anthropology and Research Methods before starting on the Dissertation.

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Developed a detailed knowledge and understanding of the specialist area within which their research sits.</p>	A1, A2	Personal study and supervision.
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> Gained the ability to plan and produce a substantial research piece which identifies aims and objectives, sets out an argument, tests it and derives conclusions in keeping with the analysis and methodology</p>	A2, B1, B2, C1, D1	As above.
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> Understood the value of their research for practical and pastoral purposes.</p>	C1, C2	Tutorial supervision

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> Gained skills in handling a variety of resources and drawing on them so as to develop a hypothesis which is tested by ordered development of logical points and discussion of a variety of opinions among scholars.</p>	B2, D1, D2	Personal writing and supervisory scrutiny of drafts, leading to complex analytical discussions.

8. Indicative content.
<p>Student management of time and research activity.</p> <p>Production of sections of material for editing.</p> <p>Supervisory dialogue.</p> <p>Submission of effective document.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Successful dissertation materials leading to the passing of this module.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Supervisory Discussion	NA			A1, B1, C1, D1
Dissertation drafts	NA			A1, B1, C1, D1
Dissertation	100%	25	50%	A1, B1, C1, D1

10. Teaching staff associated with the module				
Name and contact details				
Tutorial team				

11. Key reading list				
Author	Year	Title	Publisher	Location
Z. Bennett and E. Graham	2018	Invitation to Research in Practical Theology	Routledge	London
Z. Bennett	2014	Your MA in Theology: a study skills handbook	SCM Press	London
J. Swinton	2016	Practical Theology and Qualitative Research	SCM Press	London

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Doctrine and Spirituality: Learning from the Fathers

1. Factual information			
<b>Module title</b>	Doctrine and Spirituality: Learning from the Fathers		
<b>Module tutor</b>	Cyril Chilson	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module provides foundations in the spiritual traditions of the Christian Church through examination of the Patristic writers and their development of spiritual theology.

### 3. Aims of the module

The aim of this module is to locate the principal themes for the rest of Christian spirituality; the encounter with God in the Scriptures and the Church, by means of which the soul may be raised to God. This Christocentric ordering of the journey to God is established as the soul is granted a greater degree of likeness to Christ.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1</b> The ability to understand, evaluate and articulate the developments of spirituality during the period of the formation of the key doctrinal formulae, especially regarding the human person's participation in the life of God</p>	A1, A2, B1, B2, D1	Lectures, personal reading, coursebook, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> Skills of academic enquiry enabling them to evaluate the worth of these classical views of the Western and Eastern Churches, and compare them with later academic and popular positions</p>	A2, D1, D2	Coursebook, seminars, independent research, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> Skills to reflect on different aspects of personhood with regard to themselves to enhance one's own and others' life focus using the Patristic traditions of life in the spirit</p>	A1, A2, B1, C1, C2, D1, D2	Course materials, seminars, practical exercises, applied aspect of written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> Developed an ability to communicate complex ideas concerning spirituality creatively in a range of contexts</p>	C1, C2, D1, D2	Class discussions, tutorials, applied aspect of written assignment

#### 8. Indicative content.

- I. Reading and Understanding the Sacred Scriptures (Origen, *et al*)
- II. The Journey from Earth to Heaven (Gregory of Nyssa, *et al*)
- III. Contemplation (Pseudo-Dionysius, *et al*)
- IV. Mystical Knowledge in Christ (Maximus the Confessor, *et al*)
- V. Byzantine theological-mystical asceticism of *Theōsis* (Gregory Palamas)
- VI. Interior Hierarchies (Gregory, Augustine)

#### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Lectures, seminars, tutorials and practical exercises are used to engage students with a view to ongoing formative assessment. End of module assessment is through a theological analysis and exercise in applied theology.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Theological analysis	50%	40	50%	A1, B1
Applied theological exercise	50%	40	50%	C1, D1
Seminars	NA			B1, C1
Tutorials	NA			D1
Practical exercises	NA			C1



10. Teaching staff associated with the module
Name and contact details
Cyril Chilson

11. Key reading list				
Author	Year	Title	Publisher	Location
Paul M. Blowers & Robert Louis Wilken (Eds And Trans.)	2004	On the Cosmic Mystery of Jesus Christ: Selected Writings from St. Maximus the Confessor	St. Vladimir's Seminary Press	New York
A.M. Cariday	2006	Evagrius Ponticus	Routledge	London
Olivier Clément	1997	The Roots of Christian Mysticism	New City	London
H. R. Drobner & S. Schatzmann	2016	The Fathers of the Church: A Comprehensive Introduction	Baker Academic	Ada, MI
J. Corke-Webster	2019	Eusebius and Empire: Constructing Church and Rome in the Ecclesiastical History	Cambridge University Press	Cambridge, UK
C. A. Hall	2002	Learning Theology with the Church Fathers	IVP Academic	Downers Grove, IL
Vladimir Lossky	1976	The Mystical Theology of the Eastern Church	St Vladimir Seminary Press	New York
A. Louth	2007	The Origins of the Christian Mystical Tradition: from Plato to	OUP	Oxford

11. Key reading list				
Author	Year	Title	Publisher	Location
		Denys		
M. Plested	2004	The Macarian Legacy	Oxford University Press	Oxford
Tim Vivian and Rowan Greer	2004	Four Desert Fathers	St Vladimir Seminary Press	New York

12. Other indicative text (e.g. websites)
Journals: <i>Studia Patristica</i> , <i>Vigiliae Christianae</i> , <i>Spiritus: A Journal of Christian Spirituality</i>
<a href="http://www.ccat.sas.upenn.edu/jod/augustine.html">www.ccat.sas.upenn.edu/jod/augustine.html</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Examining the Spiritual Traditions of the Early Modern Church (16-17<sup>th</sup> Centuries)

1. Factual information			
<b>Module title</b>	Examining the Spiritual Traditions of the Early Modern Church (16-17 <sup>th</sup> Centuries)		
<b>Module tutor</b>	Deborah von Kroonenberg	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
This module contributes to the pathway on spirituality by exploring spiritual traditions of the early modern Church.

3. Aims of the module
<p>The module aims to assess the contribution of St Ignatius of Loyola with special reference to his 'Spiritual Exercises' as a tool for making a decision on a person's state of life and for ongoing spiritual formation and personal development.</p> <p>The writing of St Teresa of Avila will be studied, with particular reference to her teaching on prayer, and progress in the spiritual life as she outlined it in her 'The Interior Castle'.</p> <p>Guidance in spiritual life will be accessed through the teaching of St John of the Cross, particularly his 'Ascent of Mount Carmel' and 'Dark Night of the Soul'.</p> <p>In the last part of the module students will turn from the spirituality of the Spanish mystics to that of a French spiritual teacher: St Francis de Sales. His spiritual guidance will be approached, particularly through his 'Introduction to the Devout Life', as a way of holiness which can be lived in any state of life.</p>

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A critical understanding of the main characteristics of the spiritualities of this period and their relation to their historical, cultural and social contexts</p> <p><b>A2:</b> A systematic knowledge and critical awareness of the central elements of the teaching of key figures such as Teresa of Avila, St John of the Cross and St Francis de Sales</p>	<p>A2, D1, D2</p> <p>A2, B2, D1, D2</p>	<p>Coursebook, lecture input, written assignment, tutorial support</p> <p>Course materials, personal reading, seminars, theological and practical analysis (written)</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to evaluate the contribution of key spiritual writers to the Catholic spiritual tradition</p>	<p>A2, B2, D1, D2</p>	<p>Course materials and associated reading, seminars, applied aspect of written assignment</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability critically to analyse and evaluate the relevance of these</p>		<p>Seminars, practical exercises, applied aspect of</p>

C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
ideas for their own development and apostolate, applying them innovatively	A2, B1, C1, C2, D1, D2	written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to articulate theoretical knowledge in the context of practical, personalised social contexts</p>	C1, C2, D1, D2	Classroom discussion, practical exercises, applied aspect of written assignment

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Introduction to the module themes</li> <li>II. The life and teaching of St Ignatius Loyola, focusing on the experience of the 'Spiritual Exercises' and its importance to spiritual discernment and development.</li> <li>III. The life and spiritual teaching of St Teresa of Avila with particular reference to the insights and guidance of her 'Interior Castle'.</li> <li>IV. The spiritual guidance of St John of the Cross will be accessed, primarily in his 'Ascent of Mount Carmel', and the 'Dark Night of the Soul'.</li> <li>V. The teaching of St Francis de Sales focussing on his 'Introduction to the Devout Life.'</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Seminars, class discussions and practical exercises personal study test knowledge and understanding of the content of this module in an indicative manner. Summative assessment consists of a comparative analysis exercise in spiritual theology and a practical exercise in applied

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
theology.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Comparative analysis exercise	60%	20	50%	A1, A2
Applied theological exercise	40%	20	50%	B1, C1, D1
Seminar	NA			A2, B1, C1
Class discussion	NA			D1
Practical exercise	NA			A2, C1, D1

10. Teaching staff associated with the module
Name and contact details
Deborah Von Kroonenberg

11. Key reading list				
Author	Year	Title	Publisher	Location
Alvarez, T	2015	The Divine Adventure: St. Teresa of Avila's Journeys and Foundations	ICS Publications	Washington, DC
Foley, M	2016	Ascent to Joy: Selected Writings of St John of the Cross	ICS Publications	Washington, DC
Ganss S. G. SJ	1991	Ignatius of Loyola: Spiritual Exercises and Selected Works	The Classics of Western Spirituality, Paulist Press	New York
Hardy R. P.	2015	John of the Cross: Man and Mystic	ICS Publications	Washington
Howells, E	2002	John of the Cross and	Crossroad	New York

11. Key reading list				
Author	Year	Title	Publisher	Location
		Teresa of Avila: A Study in Mystical Psychology		
Ivens, M.	1998	Understanding the Spiritual Exercises	Gracewing	Leominster
Kavanaugh K	2010	St. Teresa of Avila: The Interior Castle, Study Edition	ICS Publications	Washington
O'Keefe, M	2015	The Way of Transformation: St Teresa of Avila on the Foundation and Fruit of Prayer	ICS Publications	Washington
Payne, S	2011	The Carmelite Tradition Spirituality in History	Liturgical Press	Collegeville, MN
Rose, S.	2007	St Ignatius and the Early Jesuits	Burns and Oates	London
St Francis de Sales	2017	Introduction to the Devout Life	CreateSpace Independent Publisher	
Sullivan, S. D.	2002	Transformed by Love - The Soul's Journey to God in Teresa of Avila	New City Press	New York

12. Other indicative text (e.g. websites)
Letter of John Paul II On the Fourth Centenary of the Episcopal Ordination of St Francis de Sales <a href="http://www.vatican.va/holy_father/john_paul_ii/letters/2002/documents/hf_jp-ii_let_20021209_francesco-sales_en.html">http://www.vatican.va/holy_father/john_paul_ii/letters/2002/documents/hf_jp-ii_let_20021209_francesco-sales_en.html</a>
St Buenos Ignatian Spirituality Centre <a href="http://www.beunos.com/ignatian.htm">http://www.beunos.com/ignatian.htm</a> <a href="https://www.icspublications.org">https://www.icspublications.org</a> <a href="http://carmelite.org.uk/Books.html">http://carmelite.org.uk/Books.html</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



# The Foundations of Catholic Religious Education

1. Factual information			
<b>Module title</b>	Foundations of Catholic Religious Education		
<b>Module tutor</b>	Dr Stephen Yates	<b>Level</b>	7
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

2. Rationale for the module and its links with other modules
<p>This module provides a foundation for students whose main focus is the transmission of the faith in the contemporary Catholic school setting, students who already possess some pedagogical training or experience but who wish to engage more profoundly and systematically with the Church's tradition of educational thinking. It will enable students to situate and understand their ministry/vocation within ecclesial tradition, and encourages them to develop a well-grounded philosophy/theology of education, guiding them to the sources for such a philosophy and enabling them to reflect critically and creatively on both its theoretical and practical implications. The distinctiveness of the Catholic vision for education is examined and related to anthropological principles derived from realist metaphysics and divine revelation. The implications of the Catholic vision of both natural and revealed truth are traced for Catholic educational aims and priorities, the ethos of Catholic educational institutions, the structure and nature of the curriculum, the content, methods and aims of Catholic curriculum religious education, and the respective roles and responsibilities of the agents of education, in particular the teacher.</p>

3. Aims of the module
<p>To develop knowledge and critical understanding of the foundational principles of Catholic education.</p> <p>To enable students to reflect critically and creatively about Catholic education in general and Catholic religious education in particular.</p>

4. Pre-requisite modules or specified entry requirements
No

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Possess a systematic knowledge and critical understanding of the Catholic Church's teachings on education, with an emphasis on the twentieth and twenty-first-centuries</p> <p><b>A2:</b> Have a critical awareness of the relation between the anthropological, christological and soteriological foundations of the Catholic Faith and the principles of Catholic educational philosophy</p>	<p>A1, D1</p> <p>A1, A2, B1, B2, D1</p>	<p>Lecturer input, coursebook, written assignment</p> <p>Lecturer input, coursebook, practical exercises, seminars, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Reflect critically and systematically on the underlying conceptual models involved in particular educational approaches.</p>	<p>B2, C2</p>	<p>Personal research, practical exercises, seminars, applied aspect of written assignment</p>

<b>C. Practical and professional skills</b>	<b>Pathway Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Articulate, systematically and critically, a vision of Catholic RE rooted in Catholic educational philosophy and contemporary research.</p> <p><b>C2:</b> Analyse and evaluate, critically and creatively, their own educational presuppositions and practices in the light of this vision.</p>	<p>C1, D1</p> <p>C2, D1, D2</p>	<p>Coursebook, personal research, applied aspect of written assignment</p> <p>Coursebook, seminars, tutorials, applied aspect of written assignment</p>

<b>D Key transferable skills</b>	<b>Pathway Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Apply rigorous critical thinking in examining a range of educational issues.</p>	<p>B2, C1, C2, D1, D2</p>	<p>Seminars, practical exercises, applied aspect of written assignment</p>

<b>8. Indicative content.</b>
<ul style="list-style-type: none"> <li>• the nature of truth, reason, revelation, faith</li> <li>• the nature of the human person, the subject of education, in the light of the Catholic worldview</li> <li>• the philosophy of Catholic education</li> <li>• the nature and aims of Catholic education</li> <li>• educational priorities</li> <li>• the relationship between evangelisation, catechesis and religious education</li> </ul>

8. Indicative content.
<ul style="list-style-type: none"> <li>the distinctive aims, content and methods of Catholic RE</li> <li>the agents of education: home, school and parish</li> <li>the vocation of the Catholic teacher and catechist</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Seminars (including webinars), tutorials, practical exercises and feedback on draft work are used to probe students' understanding and develop key skills with a view to ongoing assessment. Summative assessment of the module is by essay and practical application.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Practical application	40%	10	50%	B2, C1, C2, D1
Essay	60%	10	50%	A1, A2
Practical exercises	NA			A2, B1, D1
Seminars	NA			A2, B1, C2, D1
Tutorials	NA			C2

10. Teaching staff associated with the module
Name and contact details
Dr Stephen Yates

11. Key reading list				
Author	Year	Title	Publisher	Location
Caldecott, S.	2017	Beauty for Truth's Sake: On the Re-enchantment of Catholic Education	Brazos	Ada, MI
Congregation for Catholic Education	2017	Educating to Fraternal Humanism.	<a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20170416_educare-umanesimo-solidale_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20170416_educare-umanesimo-solidale_en.html</a> . Accessed 16 <sup>th</sup> October	Vatican City

11. Key reading list				
Author	Year	Title	Publisher	Location
			2017.	
Convery, R; Franchi, L; and McLoskey, R.	2017	Reclaiming the Piazza: Catholic Education as a Cultural Project	Gracewing	Leominster
Franchi, L	2016	Shared Mission: Religious Education in the Catholic Tradition	Scepter	London
Congregation for Catholic Education	2014	Educating Today and Tomorrow	<a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html</a> . Accessed 16 <sup>th</sup> October 2017.	Vatican City
Congregation for Catholic Education	2013	Educating to Intercultural Dialogue in Catholic Schools	<a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html</a>	Vatican City
Congregation for Catholic Education	2009	Circular Letter to the Presidents of Bishops' Conferences on Religious Education in Schools	<b><a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20090505_circ-insegn-relig_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20090505_circ-insegn-relig_en.html</a></b>	Vatican City
Luby, A	2008	'Thomist Pedagogy for Catholic Religious Education'.	<i>Journal of Religious Education</i> , Vol.56 (2), 2008, pp.41-45.	
Topping, R. N. S.	2015	The Case for Catholic Education	Angelico Press	Brooklyn: NY
Whittle, S.	2016	A Theory of Catholic Education	Bloomsbury Academic	London

12. Other indicative text (e.g. websites)
<a href="https://www.catholiceducation.org/en/">https://www.catholiceducation.org/en/</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
N/A	N/A	N/A

## God and Salvation in Jesus Christ

1. Factual information			
<b>Module title</b>	God and Salvation in Jesus Christ		
<b>Module tutor</b>	Drs Stephen Yates and Jeremy Pilch	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
The Module provides a foundation for study in applied theology in the Catholic tradition in the pathways of faith and culture, spirituality and RE and catechesis by examining key patristic, conciliar and credal texts so as to understand how the doctrines have been preserved and presented authentically in the Church's Tradition.

3. Aims of the module
The aim of this Module is to ensure that the students understand the central doctrines of Christianity and are able to teach them to others in a lively as well as a competent manner.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against <sup>1</sup>	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Systematic knowledge and critical understanding of the central Christian doctrines: the Holy Trinity, the Incarnation and Salvation, informed by Sacred Scripture, Sacred Tradition and contemporary scholarship</p>	<p>A1, A2, D1, D2 A1, B1, B2, D1</p>	<p>Lectures, study of coursebook material and key primary texts, seminars, theological element of written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to demonstrate critical awareness of the relationship between these doctrines and Christian faith, worship, life and prayer</p>	<p>A1, A2, B1, D1, D2 A1, B1, B2, D1, D2</p>	<p>Webinars, applied aspect of written assignment</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> Gained the ability to apply this understanding critically and creatively within one's pastoral-educational setting</p>	<p>C1, C2, D1, D2 C2, D1, D2</p>	<p>Practical exercises linking theoretical knowledge with specific pastoral contexts, seminars, applied aspect of written assignment</p>

<sup>1</sup> Black = RE and Catechesis pathway; Blue = Spirituality pathway.



C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> Gained competence in explaining the nature of key Christian doctrines, their interrelationships, and relevance for human life</p>	<p>A1, A2, B1, C1, C2, D1, D2 C2, D1, D2</p>	<p>Theological and applied dimension of written exercises</p>

8. Indicative content.
<ul style="list-style-type: none"> <li>I. the Scriptural basis of the central Christian doctrines, showing in particular how the Mystery of the Holy Trinity is richly manifested in the New Testament, especially when it is read in the light of the Old.</li> <li>II. the development of the Doctrine of the Holy Trinity, with special emphasis on the Patristic period, but also covering the teaching of Thomas Aquinas &amp; some modern issues.</li> <li>III. the life of grace, presented as a pilgrimage to glory energised by the Holy Spirit.</li> <li>IV. the development of Christology, with special emphasis on the Patristic period, but also covering the teaching of Thomas Aquinas &amp; some modern issues.</li> <li>V. soteriology, covering the various models for how Christ saves us.</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Indicative assessment tasks during the module test (including webinars focused on lecture input), the ability to apply Catholic theology to contemporary contexts. The summative assignment tests both a student's understanding of fundamental theological principles and the capacity to articulate these concepts in a pastoral/educational context.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%	20		A1, B1, D1
Practical exercise	50%	20		A1, B1, C1, D1
Seminars	NA			A1, B1, C1

10. Teaching staff associated with the module
Name and contact details
Drs Stephen Yates and Jeremy Pilch

11. Key reading list				
Author	Year	Title	Publisher	Location
BULLIVANT, Stephen	2015	The Trinity: How Not To Be A Heretic	Paulist Press	Mahwah, NJ
COLLINS, Paul	2008	The Trinity: a Guide for the Perplexed	T and T Clark	London
EMERY, Gilles	2006	Trinity in Aquinas	Sapientia Press, Ave Maria University	Florida
KELLY, J.N.D.	1977	Early Christian Doctrines	A&C Black	Edinburgh
MARMION, Declan & VAN NIEUWENHOVE, R	2010	An Introduction to the Trinity	Cambridge University Press	Cambridge
MECONI, D and OLSON, C. E. (eds)	2016	Called to Be Children of God: the Catholic Doctrine of Human Deification	Ignatius Press	San Francisco, CA

11. Key reading list				
Author	Year	Title	Publisher	Location
O'CALLAGHAN, P	2014	God Ahead of Us: the Story of Divine Grace	Fortress Press	Minneapolis
O'COLLINS, G.	2009	Christology 2 <sup>nd</sup> edition	Oxford University Press	Oxford
O'COLLINS, G.	2014	The Tri-Personal God 2 <sup>nd</sup> edition	Paulist Press International, US	Mahwah, NJ
RUSSELL, Norman.	2006	The Doctrine of Deification in the Greek Patristic Tradition	Oxford Early Christian Studies, Oxford University Press	Oxford

12. Other indicative text (e.g. websites)
Neuner and Dupuis (eds), The Christian Faith in the Doctrinal Documents of the Catholic Church, TPI
Patristic texts online: <a href="http://www.ccel.org/fathers.html">http://www.ccel.org/fathers.html</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Drs Stephen Yates and Jeremy Pilch replaced Rev Dr Guy Nicholls	February 2020

# Human Dignity: the Foundation of Western Culture and Civilization

1. Factual information			
<b>Module title</b>	Human Dignity: the Foundation of Western Civilization/Culture		
<b>Module tutor</b>	Professor John Loughlin	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

2. Rationale for the module and its links with other modules
<p>The concept of human dignity is rooted in a synthesis of Christian and classical philosophical traditions and has been one of the foundations of Western civilization. However, from the 19<sup>th</sup> century it has been challenged by thinkers such as Schopenhauer, Marx and Nietzsche. The most systematic, practical rejection of the concept was the Holocaust perpetrated by the Nazi regime. In reaction to this, human dignity became the foundational article of the 1948 Universal Declaration of Human Rights and the 1949 Basic Law (Constitution) of Germany. Today, however, it is under attack from different quarters (such as the ethical theory of Peter Singer), or is interpreted in ways contrary to the Catholic understanding of the concept (as in the euphemism exploited by the euthanasia organisation, <i>Dignity in Dying</i>). There is, therefore, a pressing need to expound, once again, how the concept is understood in the Catholic tradition as a way of counteracting these trends, and to make clear its potential for retaining and developing those aspects of Western culture which make for human flourishing.</p>

3. Aims of the module
<ol style="list-style-type: none"> <li>1. To explore further the biblical, classical and philosophical origins of the concept of human dignity.</li> <li>2. To explore how the concept of man, made in the image and likeness of God, and the idea that man lost the likeness but not the image, was developed by the Fathers of the Church and the Scholastics.</li> <li>3. To critically examine how the notion of human dignity was expressed by Renaissance Humanism in literature, art and music.</li> <li>4. To examine how Luther's notion that man lost the image as well as the likeness had profound consequences for subsequent anthropology.</li> <li>5. To critically analyse the rejection of the notion of human dignity from the middle of the 19<sup>th</sup> century to the present day.</li> <li>6. To systematically identify and explain the basic features of a Catholic understanding of human dignity and to critically evaluate it in relation to other understandings such as the neo-Kantian notion of absolute personal autonomy.</li> <li>7. To explain the importance of the interpretation of human dignity in relation to public policy approaches to issues such as the beginning of life, education, religious freedom,</li> </ol>

**3. Aims of the module**

and end of life issues such as care for the elderly and the last stages of life.

**4. Pre-requisite modules or specified entry requirements**

No

**5. Is the module compensatable?**

No

**6. Are there any PSRB requirements regarding the module?**

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Have an increased awareness of the genealogy of the concept of human dignity and the ways in which it has shaped Western culture, including the development of human rights and notions such as 'crimes against humanity'</p>	A1, A2, B1, D1, D2	Lectures, coursebook, seminars, written assignment
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Critically analyse and evaluate the Catholic understanding of human dignity in relation to other understandings.</p> <p><b>B2:</b> Reflect critically and systematically on the underlying conceptual models involved in particular policy approaches.</p>	<p>A1, A2, B1, C2, D1, D2</p> <p>A2, B1, C1, D1, D2</p>	<p>Coursebook, personal research, seminars, written assignment</p> <p>Personal research, case studies, seminars, practical aspect of written assignment</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Analyse and evaluate public policies and their consequences in</p>	B1, C1, D1, D2	Case studies, seminars, practical aspect of

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
terms of human dignity.		written assignment

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Apply rigorous critical thinking in examining a range of ethical, political, social and cultural issues.</p>	D1, D2	Personal research, case studies, seminars, practical aspect of written assignment

8. Indicative content.
<ol style="list-style-type: none"> <li>1. Man made in the image and likeness of God, the biblical breakthrough</li> <li>2. The New Testament understanding of the 'Imago Dei'</li> <li>3. The 'Imago Dei': the patristic and mediaeval development and synthesis</li> <li>4. The Renaissance vision of the human being</li> <li>5. The Reformation: return to the 'misery' tradition</li> <li>6. The Enlightenment and Kant</li> <li>7. Modern philosophy: neo-Kantianism, anti-Kantianism and Singer's 'preference utilitarianism'</li> <li>8. Contemporary issues with regard to human dignity in the light of these philosophical debates, human rights, religious freedom, bioethics, transhumanism, public policy issues</li> </ol>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Seminars and case studies allow for formative assessment, with summative assessment of the module conducted via written conceptual analysis

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
and case study/practical exercise.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Case study/practical exercise	35%	20	50%	B2, C1, D1
Essay	65%	20	50%	A1, B1
Seminars	NA		NA	A1, B1, B2, C1, D1
Case studies	NA		NA	B2, C1, D1

10. Teaching staff associated with the module
Name and contact details
Professor John Loughlin

11. Key reading list				
Author	Year	Title	Publisher	Location
John Loughlin (ed.)	2019	Human Dignity: the Foundation of Western Civilization	Bloomsbury Press	London
Christopher McCrudden (ed.)	2014	Understanding Human Dignity	Oxford University Press	Oxford
Marcus Düwell et al. ,	2014	The Cambridge Handbook of Human Dignity: Interdisciplinary Perspectives	Cambridge University Press	Cambridge, UK
Rosen, Michael	2012	Dignity	Harvard University Press	Cambridge, MA
Lebech, Mette	2011	On the problem of Human Dignity: a hermeneutical	Königshausen & Neumann	Würzburg.



11. Key reading list				
Author	Year	Title	Publisher	Location
		and phenomenological investigation.		
Loughlin, John	2016	"Human Dignity: the foundation of human rights and religious freedom"	Memoria y Civilización, Vol. 19, 313-343	

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
N/A	N/A	N/A

## Introduction to Apologetics

1. Factual information			
<b>Module title</b>	Introduction to Apologetics		
<b>Module tutor</b>	Fr Marcus Holden	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module contributes to the pathway by providing a foundational understanding at Masters level of the long tradition and practice of the Catholic Church in the area of defending faith against attacks and misunderstandings. It offers students an historical and practical introduction to the field of apologetics within a broad historical and cultural horizon. This module enables the Pathway as whole to situate a Catholic apologetic within this broad horizon with a view to contemporary challenges.

### 3. Aims of the module

The module aims to enable students to develop a critical engagement with the central place of apologetics within the Catholic Tradition in response to the gospel exhortation 'to give a reason for the hope that is in you'. In light of this a deeper understanding of the commitment of the Catholic Church to the interpenetration of faith and reason, and the art of apologetics is made possible as that of assisting in the articulation, exploration and analysis of reasoning related to faith and in the face of cultural contexts and challenges. Historically, the epi-centre of apologetics is probably the dispute concerning the nature and the person of Christ in the fourth and fifth centuries. But in the modern world, the process of secularisation has brought new challenges requiring a new apologetic which students are encouraged in their turn to develop.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to have:</i>		
<b>A1:</b> A systematic knowledge and understanding of the nature and purpose of Catholic Apologetics	A1, D1	Coursebook, seminar, written assignment
<b>A2:</b> A critical understanding of both intra- and extra-ecclesial challenges to the teaching of the church throughout its history.	A1, C1, D1	Lectures, coursebook, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module learners will be expected to have:</i>		
<b>B1:</b> A critical awareness of the significance of key debates in the history of Apologetics, within their original setting and for our own time	B1, B2, C1, D1	Personal study, seminar, tutorials, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to have:</i>		
<b>C1:</b> The ability to discern and explain the effectiveness, or otherwise, of attempts to explain complex ideas to uninformed audiences	C2, D1, D2	Coursebook, personal study, practical element in written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to be able to:</i></p> <p><b>D1</b> : Select appropriate methods of debate and dialogue for educational/catechetical and pastoral settings</p>	C2, D1, D2	Coursebook, seminars, practical element of assignment and tutor feedback

## 8. Indicative content.

- I. The Meaning of Apologetics
- II. Apologetics in History
- III. Contemporary Apologetic Challenges
- IV. Key Principles for Apologetics
- V. Methodology and Apologetics

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

Formative assessment through active engagement in lectures, as well as seminars (including webinars), tutorials and feedback on draft work. Summative assessment through a written piece offering a conceptual and historical justification for apologetics, and a practical exercise wherein the student identifies a key modern apologetical challenge and critically analyses the approaches which might be taken to it.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Conceptual/historical rationale for apologetics	70%	10	50%	A1, A2, B1
Practical application	30%	10	50%	C1, D1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Seminars	NA			A1, B1, D1
Tutorials	NA			B1, D1

10. Teaching staff associated with the module
Name and contact details
Fr. Marcus Holden

11. Key reading list				
Author	Year	Title	Publisher	Location
W. L. Craig	2013	A Reasonable Response	Moody Press	Chicago, IL
T. Crean	2009	Letters to a Non-Believer	Family Publications	Oxford
A. Davison	2011	Imaginative Apologetics: Theology, Philosophy and the Catholic Tradition	SCM Press	London
A. Dulles	2005	History of Apologetics	Ignatius Press	San Francisco
A. Flew	2009	There is a God: How the World's Most Notorious Atheist Changed His Mind.	HarperOne	New York
P. Kreeft and R. Tacelli	2009	Handbook of Catholic Apologetics	Ignatius Press	San Francisco
C.S. Lewis	1948	Broadcast Talks	Penguin	London
A McGrath	2016	Mere Apologetics	SPCK	London
J.H. Newman	2004	Apologia Pro Vita Sua	Penguin Classics	London
H. Ordway	2017	Apologetics and the Christian Imagination: An Integrated Approach to Defending the Faith	Emmaus Road	Steubenville, OH

11. Key reading list				
Author	Year	Title	Publisher	Location
M. B. Penner	2013	The End of Apologetics: Christian Witness In A Postmodern Context	Baker Academic	Ada, MI

12. Other indicative text (e.g. websites)
Catholic Answers: <a href="https://www.catholic.com/">https://www.catholic.com/</a> <a href="https://strangenotions.com/">https://strangenotions.com/</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Liturgy and Sacraments

1. Factual information			
<b>Module title</b>	Liturgy and Sacraments		
<b>Module tutor</b>	Rev Dr Guy Nicholls	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
The module explores the role of Sacramental knowledge alongside the skills of creating relevant material for school-based RE programmes and the RCIA

3. Aims of the module
Through a study of liturgical texts, the module aims to show how liturgy is a key <i>locus</i> of Christian formation. In doing so it will raise awareness of the need for a fuller and more conscious, more <i>actuosa</i> liturgical participation, and will encourage those students who are asked to do so to prepare liturgies for school or parish in a more sympathetic way. This study of liturgical texts is complemented by a systematic study of the more important theological and practical principles involved in the understanding of Liturgy and Sacraments, of participation in them, and of preparing others for them. It covers also the ways in which the Liturgy and the Sacraments should nourish and inform our private prayer and our Christian ministry.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Knowledge and understanding of the meaning of sacramental liturgy according to the teaching of Vatican II, subsequent ecclesial documents (especially the Catechism of the Catholic Church) and contemporary theologians</p>	A2, D1	Lectures, coursebook, written assignment and tutor feedback
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to explain the sacramental mode of communication; the relationship between liturgy and paschal mystery; liturgy and time (salvation history; liturgical year)</p>	A2< D1	Course materials and associated reading, personal study, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> Developed a practical understanding of the implications of the above for Christian catechetical activity</p>	B1, C2, D1, D2	Seminars, tutorials, applied aspect of written assignment



D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to apply theoretical knowledge and understanding appropriately in a number of pedagogical contexts</p>	C2, D1, D2	Seminars, tutorials, practical exercises focused on links back to earlier modules, applied aspect of written assignment

## 8. Indicative content.

- I. Introduction to the Liturgy
- II. The Adult Convert's Journey: RCIA, Catechumenate, Adult Baptism, Confirmation
- III. The Child's Journey: Infant Baptism and the Confirmation of Children
- IV. The Sinner's Journey: the Sacrament of Repentance
- V. The Journey Through the Day: the Liturgy of the Hours
- VI. Food for the Journey and Pledge of its Goal: the Celebration of the Holy Eucharist
- VII. Leaders for the Journey (Ordination)
- VIII. Companions for the Journey (Marriage)
- IX. A Liturgical Theology and Catechesis
- X. Sacraments as God's Self-Communication
- XI. Through Him, With Him and In Him, in the Unity of the Holy Spirit, on Behalf of All Creation, Redound Every Honour and Glory to the Father
- XII. Objectively Marked as Jesus' Own
- XIII. Jesus Makes Intercession for and in His Body
- XIV. What is Distinctive about Each Sacrament?

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

A variety of practical exercises in the coursebook, seminars and tutorials form the basis for ongoing formative assessment. Final assessment is

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
through a series of exercises in applied theology within a catechetical context.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Applied theological exercises	100%	20	50%	A1, B1, C1, D1
Practical exercises	NA			B1, C1, D1
Seminars	NA			C1
Tutorials	NA			D1

10. Teaching staff associated with the module
Name and contact details
Rev Dr Guy Nicholls

11. Key reading list				
Author	Year	Title	Publisher	Location
Hans Boersma & Matthew Levering (eds)	2018	The Oxford Handbook of Sacramental Theology	Oxford University Press	Oxford
P. Bordeyne and B T Morrill (eds)	2012	Sacraments: Revelation of the Humanity of God	Pueblo Books	New York
M G Boyer	2018	Christ Our Passover Has Been Sacrificed: A Guide through Paschal Mystery Spirituality: Mystical Theology in The Roman Missal	Wipf and Stock Publishers	Orlando, FL
S. Caldecott	2006	The Seven Sacraments	Crossroad	New York

11. Key reading list				
Author	Year	Title	Publisher	Location
J. Corbon	2005	The Wellsprings of Worship	Ignatius Press	San Francisco, CA
A.Ganockzy	2008	An Introduction to Catholic Sacramental Theology	Wipf and Stock Publishers	Orlando, FL
K. Irwin	1994	Context and text: Method in Liturgical Theology	Liturgical Press	Collegeville, MN
B T Morrill	2012	Encountering Christ in the Eucharist: The Paschal Mystery in People, Word, and Sacrament	Paulist Press	Mahwah, NJ
G. Nicholls	2019	Unearthly Beauty: The Aesthetic of St John Henry Newman	Gracewing	Leominster
J. Ratzinger	2000	The Spirit of the Liturgy	Ignatius Press	San Francisco, CA
D. Turnbloom	2017	Speaking with Aquinas: a Conversation About Grace, Virtue and the Eucharist	Kindle e-book	

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

# Living in Christ: an Introduction to Fundamental Moral Theology

1. Factual information			
<b>Module title</b>	Living in Christ: an Introduction to Fundamental Moral Theology		
<b>Module tutor</b>	Dr John Murray	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

2. Rationale for the module and its links with other modules
In light of an articulation of a Christian anthropology, this module responds to the question as to how human beings should live in order to realize their humanity fully, in other words, what conduct is in keeping with the truth of his or her being as a person. Indeed, it is through his action that human beings reveal who they are.

3. Aims of the module
This module introduces the fundamental nature of morality and the origins/nature of moral reflection in general. On this foundation, the specificity of Catholic morality will be studied taking into account the context of a contemporary renewal in moral theology. Those specific elements of Catholic morality such as conscience, natural law, virtue and the nature of the moral act will be given detailed attention. With this knowledge and understanding, students will gain an appreciation of the personal, social and political implications of morality in general and of Catholic morality in particular. This study of moral theology opens the application of moral principles to specific moral situations in particular in the area of sexual morality and the implications of this for understanding marriage.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to have:</i>		
<b>A1</b> : A critical appreciation of the origin and nature of moral reflection	A2, D1	Lecture input, coursebook study, written assignment
<b>A2</b> : The ability systematically to trace the personal, social and political implications of moral theology	A2, B2, D1, D2	Seminar/group discussion, written work
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module learners will be expected to have:</i>		
<b>B1</b> : A systematic understanding of the specific characteristics of Catholic morality	A2, D1, D2	Lecture input, coursebook exercises, seminar, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to have:</i>		
<b>C1</b> : An ability to apply moral principles critically and creatively to specific moral questions, particularly those related to sexual ethics and marriage	C1, D2	Discussion of specified moral questions in contemporary contexts; seminar, written work

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Communicate complex argumentation to varied groupings</p>	D2	Group reflection on professional responsibilities

### 8. Indicative content.

- I. What is Morality?
- II. What is Moral Theology?
- III. Recent Developments in Moral Theology
- IV. Natural Law and the Ten Commandments
- V. Law and Grace
- VI. Conscience
- VII. The Virtues
- VIII. Love and Human Sexuality

### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

#### Assessment Strategy:

Formative assessment through personal reflection, seminar and personal study. The summative assessment is through a written essay (3750 words), and a theological application (1250 words).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	75%	30	50%	A1, A2, B1, C1, D1
Applied theological exercise	25%	30	50%	A2, B1, C1, D1
Seminar/group discussion	NA			A2, B1, C1, D1

10. Teaching staff associated with the module				
Name and contact details				
Dr John Murray				

11. Key reading list				
Author	Year	Title	Publisher	Location
N. Austin	2017	Aquinas on Virtue: A Causal Reading	Georgetown University Press	Washington, DC
P. Bristow	2013	Christian Ethics and the Human Person. Truth and Relativism in Contemporary Moral Theology	Gracewing	Leominster, UK
J. Budziszewski	2011	What We Can't Not Know, rev. ed.	Ignatius Press	San Francisco, CA
C.S. Lewis	1943	The Abolition of Man	University Press	Oxford
L. Melina	2010	The Epiphany of Love. Towards a Theological Understanding of Christian Action	Wm. B. Eerdmans Publishing	Grand Rapids, MI
M. C. Murphy	2011	"The Natural Law Tradition in Ethics" [online]. <i>Stanford Encyclopedia of Philosophy</i> available at <a href="http://plato.stanford.edu/entries/natural-law-ethics/">http://plato.stanford.edu/entries/natural-law-ethics/</a>		
P. O'Callaghan	2016	Children of God in the World: An Introduction to Theological Anthropology	Catholic University of America Press	Washington, DC

11. Key reading list				
Author	Year	Title	Publisher	Location
S. Pinckaers OP	2001	Morality. The Catholic View	St Augustine's Press	South Bend, IN
A. Pinsent	2013	The Second-Person Perspective in Aquinas's Ethics: Virtues and Gifts	Routledge	London
Pope Benedict XVI	2007	On Conscience	Ignatius Press	San Francisco
M. Shivandandan	1999	Crossing the Threshold of Love. A New Vision of Marriage in the Light of John Paul II's Anthropology	T&T Clark	Edinburgh
V. Twomey	2010	Moral Theology after Humanae Vitae. Fundamental Issues in Moral Theory and Sexual Ethics	Four Courts Press	Dublin

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment	Practical/applied element included in summative assessment exercise.	February 2019



## Love and Fruitfulness: Marriage and Family in the Teaching of the Church

1. Factual information			
<b>Module title</b>	Love and Fruitfulness: Marriage and Family in the Teaching of the Church		
<b>Module tutor</b>	Dr Robert McNamara	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
<p>This module offers a systematic study of the documents of the Church which will equip students to understand and articulate the development of the Church's teaching on marriage, spousal love and family life. The specific pedagogical contribution of this module is also designed to enable them to critically evaluate the importance of education for love, human sexuality and the family within the context of contemporary society. It is the fifth module on the Marriage and Family Pathway.</p>

3. Aims of the module
<p>This module aims to provide students with a systematic encounter with the documents of the Catholic Church on marriage and the family. Through a reading of these documents, students will gain a comprehensive knowledge and understanding of the main lines of teaching about marriage and the family such as its sacramental nature, indissolubility and its orientation to love and fruitfulness for the individual and wider society. Beginning with the Council of Trent, students will also critically explore the development of Church teaching through such documents as Pius XI's <i>Casti Connubii</i> and John Paul II's <i>Letter to Families</i>. This will enable them to evaluate and articulate critically the Church's teaching on marriage, spousal love and family life.</p> <p>The module also aims to enable students to critically evaluate the importance of education for love, human sexuality and the family as a 'domestic church' within the context of contemporary society. Further critical reflection on the place of this teaching in relation to their own vocation and experience will allow students to apply and personalise this knowledge and understanding.</p>

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

<b>6. Are there any PSRB requirements regarding the module?</b>
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1</b> : A systematic knowledge and understanding of Catholic teaching on marriage and family as presented in the documents of the Church</p> <p><b>A2</b>: A critical appreciation of the development of this teaching from the Council of Trent to the present</p>	<p>A1, A2, D1, D1</p> <p>A1, A2</p>	<p>Coursebook, written assignment</p> <p>Lectures, course materials, personal study, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b>: Explain the meaning and significance of the nature of spousal love and of the family as a communion of persons</p>	<p>A1, A2, D1</p>	<p>Guided reading, coursebook exercises, essay</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b>: Be able critically and creatively to evaluate the implications of the Church's teaching on human sexuality and the family within the contemporary context</p>	<p>B2, C1, D1, D2</p>	<p>Group discussion of chosen topical issues via webinar, element in written assignment</p>

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Communicate the teaching of the Church on marriage and family to different groups</p>	A2, B2, C1, D1, D2	Group discussion (webinar), tutorial, written assignment

#### 8. Indicative content.

- I. Towards a renewed understanding of marriage and the family – challenge and response
- II. Church Teaching on Marriage and the Family: from Trent to Pius XII
- III. Church Teaching on Marriage and Family: from Vatican II to the Catechism of the Catholic Church
- IV. John Paul II: The Contemporary Mission of Marriage and the Family
- V. Education for Love
- VI. The Beauty of Holiness: Marriage and the Family in the Teaching of Pope Benedict XVI
- VII. Pope Francis

#### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

##### Assessment Strategy:

Formative assessment through personal study, group discussion and self management. The summative assessment is through a written essay (3500 words), and a pastoral application exercise (1500 words).

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	70%	10	50%	A1, A2, B1
Pastoral application	30%	10	50%	C1, D1
Tutorial/Group discussion/seminar	NA			C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr Robert McNamara

11. Key reading list				
Author	Year	Title	Publisher	Location
C. Burke	2015	The Theology of Marriage: Personalism, Doctrine and Canon Law	Catholic University of America Press	Washington
R.G. de Haro	1993	Marriage and Family in the Documents of the Magisterium: A Course in the Theology of Marriage. Second Edition	Ignatius Press	San Francisco
J.M. Estevez	2003	Male and Female He Created Them: On Marriage and the Family	Ignatius Press	San Francisco
W. May	2009	Marriage: The Rock on Which the Family is Built, Second Edition	Ignatius Press	San Francisco
M. Ouellet	2006	Divine Likeness: Towards a Trinitarian Anthropology of the Family,	Ressourcement: Retrieval & Renewal in Catholic Thought, Wm. B. Eerdmans Publishing	Grand Rapids, MI

11. Key reading list				
Author	Year	Title	Publisher	Location
Pope Francis	2016	Amoris Laetitia, Post Synodal Apostolic Exhortation on Love in the Family	CTS	London
J. Seifert	2016	<i>Amoris Laetitia: Joy, Sadness and Hopes</i> , Aemaet, Wissenschaftliche Zeitschrift für Philosophie und Theologie, 5, 2 (2016) 160-249		
K. Wojtyła	2013	<i>Love and Responsibility</i> . New English translation	Pauline Books and Media	Boston, MA
K. Wojtyła	2008	<i>Person and Community</i> . Catholic Thought from Lublin (Book 4) Second Edition	Peter Lang	New York

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment	Practical/applied element included in summative assessment exercise.	February 2020

## Marriage in Sacred Scripture

1. Factual information			
<b>Module title</b>	Marriage in Sacred Scripture: a Covenant of Love		
<b>Module tutor</b>	Rev Dr Tom Norris	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module contributes to the Marriage and Family Pathway through its focus on the biblical foundations of Christian anthropology and marriage.

### 3. Aims of the module

This module aims to present this foundation through a comprehensive reflection on marriage as taught in Sacred Scripture beginning with creation in Genesis and concluding with the Book of Revelation and the 'marriage feast of the lamb'. From creation, God binds himself to his people in a covenantal relationship which reaches its fulfilment in the revelation of the Son. Through an exegesis of notable texts from both the Old and New Testament students will critique different approaches to the study of marriage in biblical texts and the fundamental relationship between exegesis and biblical theology.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1</b> : A systematic understanding of the nature of the Bible as sacred literature: its origins, formation and interpretation</p>	A2, D1	Lectures, coursebook study, written assignment

B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1</b>: An ability to evaluate critically the contribution of different approaches to biblical exegesis</p> <p><b>B2</b>: A critical appreciation of the centrality of the marriage covenant to biblical literature</p>	<p>A2, D1, D2</p> <p>B2, D1</p>	<p>Coursebook exercises, textual analysis, seminars</p> <p>Lectures</p> <p>Written piece examining the core element of covenant as developed within the course material</p>

C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1</b>: A critical awareness of the relationship between the Sacred Scriptures, Church teaching and theology in the ongoing reflection on</p>	A2, D1	Textual analysis of biblical text for pastoral



C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
marriage within the Christian community and wider society in general		engagement

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to undertake with greater competence analysis of key biblical texts</p>	D1, D2	Group discussion, written assignment

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Introduction to Sacred Scripture</li> <li>II. Genesis, Creation and Covenant</li> <li>III. God the Creator</li> <li>IV. God as Father, Covenant Maker, Spouse</li> <li>V. A New Covenant in Christ</li> <li>VI. The Teaching of St. Paul on Marriage</li> <li>VII. Other New Testament Teachings on Marriage</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Formative assessment through active engagement with the course materials and lectures, feedback on draft work and seminars (including webinars). Summative assessment through a written piece critically examining the concept of marriage as covenant, and a catechetical application exercise based on an exegesis.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Written assignment	70%	10	50%	A1, B1, B2, C1, D1
Textual analysis/catechetical exercise	30%	10	50%	B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Rev Dr Tom Norris

11. Key reading list				
Author	Year	Title	Publisher	Location
Atkinson, Joseph	2014	Biblical and Theological Foundations of the Family: The Domestic Church	Catholic University of America Press	Washington
Boadt, L (Revised and updated by Richard Clifford and Daniel Harrington)	2012	Reading the Old Testament. An Introduction	Paulist Press	New Jersey
José Granados, Carlos Granados and Luis Sánchez-Navarro (eds)	2008	Opening up the Scriptures. Joseph Ratzinger and the Foundations of Biblical Interpretation	Eerdmans	Grand Rapids, MI

11. Key reading list				
Author	Year	Title	Publisher	Location
Letellier, Robert	2013	Bible and Covenant: Using Sacred Texts and Images to Understand Salvation History	Alba House	New York
Hahn, S	1998	Catholic for a Reason IV: Scripture and the Mystery of Marriage and Family Life	Emmaus Publishing	Steubenville OH
-----,	2002	First comes Love: Finding Your Family in the Church and the Trinity.	Doubleday	New York
Ratzinger, J	1995	In the Beginning: A Catholic Understanding of the Story of Creation and the Fall	Eerdmans	Grand Rapids MI
Scola, A	2005	The Nuptial Mystery	Eerdmans	Grand Rapids MI

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
New tutor appointed	Rev Dr Tom Norris replaced Maria O'Shea	February 2019
Assessment	Practical/applied exercises included in summative assessment exercise	February 2019

## Mind and Heart: Medieval Spirituality

1. Factual information			
<b>Module title</b>	Mind and Heart: Medieval Spirituality		
<b>Module tutor</b>	Dr Louise Nelstrop	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module contributes to the pathway on spirituality in terms of its exploration of medieval spirituality.

### 3. Aims of the module

The aim of this module is to examine the highpoint of the Middle Ages prior to this separation of the sacred and secular in the early modern period. In doing so a vital moment in the understanding of the relationship between the various strata of society will be examined as well as opening a way to understand the influences which shaped the devotions and experiences of Christians from this era.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Systematic knowledge and understanding of the development of spirituality during the Medieval period in western Europe</p>	A2, D1	Course book, lectures, personal study, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Critically analyse different aspects of the historical, theological and cultural contexts which influenced the spiritual thought and spiritual writings of the Middle Ages</p>	A2, B1, D1	Course book, lectures, personal study, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> The ability, critically and creatively, to apply theological reflection on this period in their pastoral-educational setting so as to facilitate others' understanding and formation</p>	A2, B1, C1, C2, D1, D2	Independent research, presentation, seminar, applied aspect of written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to communicate complex ideas concerning society and religion to a range of audiences</p>	C1, C2, D1, D2	Presentation, seminar, applied aspect of written assignment

#### 8. Indicative content.

- I. Popular Piety (Margery Kempe, *et al*)
- II. Rhineland Mystics (Eckhart, *et al*)
- III. Faith, Reason and Holiness (Thomas, *et al*)
- IV. Synthesis of East and West (Bonaventure, *et al*)
- V. Affective Apophaticism (English mystics)
- VI. *Devotio Moderna* (Geert Grote, *et al*)

#### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

##### Assessment Strategy:

Students are taken through formative theoretical and practical tasks in the coursebook and in seminars. Summative assessment consists of a comparative analysis exercise in spiritual theology and a practical exercise in applied theology. consists of a comparative analysis exercise in spiritual theology and a practical exercise in applied theology.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Presentation/seminar Comparative analysis exercise	NA 60%	20	50%	C1, D1 A1, B1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Applied theological exercise	40%	20	50%	C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr Louise Nelstrop

11. Key reading list				
Author	Year	Title	Publisher	Location
Santha Bhattacharji	1997	God is an Earthquake: The Spirituality of Margery Kempe	DLT	London
E. A. Jones	2013	The Medieval Mystical Tradition in England	D. S. Brewer	Martlesham, Suffolk, UK
Bernard McGinn	2003	The Mystical Thought of Meister Eckhart	Crossroads	New York
Louise Nelstrop	2018	Deification and Sacred Eloquence in Julian of Norwich and Richard Rolle - Contemporary Theological Explorations in Mysticism	Routledge	London
Louise Nelstrop	2014	'What Happened to the Fourth Degree of Love? Richard Rolle, Hermit Preacher', <i>Journal of Medieval Mystical Theology</i> 23/1, 65-87.		

11. Key reading list				
Author	Year	Title	Publisher	Location
Ruth Obbard (Ed)	2007	Medieval Women Mystics	New City Press	London
J. Van Engen	2008	Sisters and Brothers of the Common Life: the Devotio Moderna and the World of the Later Middle Ages	University of Pennsylvania Press	Philadelphia, PA

12. Other indicative text (e.g. websites)	
Davidson, Clifford, 1976, 'Northern Spirituality and the Late Medieval Drama of York' in <i>The Spirituality of Western Christendom</i> , Cistercian Publications, Western Michigan University, pp.125-151.	
Gründler, Otto, 1984, 'Devotio Moderna atque antiqua: The Modern Devotion and Carthusian Spirituality' in <i>The Roots of the Modern Christian Tradition</i> , Kalamazoo, Michigan.	

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



## Moral Formation

1. Factual information			
<b>Module title</b>	Moral Formation		
<b>Module tutor</b>	Rev Dr Dylan James and Dr John Murray	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
<p>This module contributes to the RE/Catechesis pathway by examining questions vital to the enterprise of moral education, such as pragmatism and relativism and the use of psychological-personal frameworks.</p>

3. Aims of the module
<p>This module aims to enable students both to understand the essential elements in a Catholic approach to morality, and to reflect critically upon pedagogical issues within a broader set of questions about contemporary perspectives on the human person and the understanding of truth and reality.</p>

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Systematic knowledge and critical understanding of the principles involved in making moral judgements from a Catholic Christian standpoint, and the place which morality has in the Christian life considered as a whole</p>	A2, D1, D2	Lecture input, coursebook, guided further reading, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability critically to analyse moral questions and to respond in an informed manner in light of the Catholic Christian tradition</p>	A2, D1, D2	Lecture input, coursebook, seminars, written assignment.
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> Critical awareness of the challenges and issues involved in teaching Catholic morality in a variety of educational settings and the ability to formulate realistic and creative pedagogical strategies in response to these</p>	A1, B1, B2, C1, C2, D1, D2	Coursebook, independent research, oral presentation and questioning.

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Have the ability to explain, clearly and systematically, value systems to others</p>	C2, D1, D2	Seminars, written assignment and oral presentation.

### 8. Indicative content.

- I. the contemporary context of moral education
- II. morality and the question of method
- III. the renewal of moral education according to Vatican II
- IV. Christ as the centre of Catholic morality
- V. Commandments, love, laws, beatitudes
- VI. Freedom and conscience
- VII. the morality of acts
- VIII. proportionalism
- IX. natural law
- X. Magisterium

### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

#### Assessment Strategy:

Lectures, coursebook activities and seminars involve opportunities for students to participate in theoretical and practical exercises that allow for formative assessment. Final assessment for the module is conducted via a written analysis of the implications of Christocentricity for the purpose, nature and methods of moral catechesis, and an oral presentation and defence of catechetical strategies to be used in doing moral catechesis with specific modern audiences.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	70%	30	50%	A1. B1, D1
Oral presentation	30%	32	50%	C1, D1
Seminars	NA			

10. Teaching staff associated with the module
Name and contact details
Rev Dr Dylan James and Dr John Murray

11. Key reading list				
Author	Year	Title	Publisher	Location
B. Ashley	1996	Living the Truth in Love	Alba House	Canfield OH
N. Austin	2017	Aquinas on Virtue: A Causal Reading	Georgetown University Press	Washington, DC
A. Bloom	2008	The Closing of the American Mind	Penguin	Hammondsworth
P. Bristow	2013	Christian Ethics and the Human Person. Truth and Relativism in Contemporary Moral Theology	Gracewing	Leominster, UK
Cessario, R et al (Eds)	2013	Philosophical Virtues and Psychological Strengths	Sophia Institute Press	Bedford, NH
G. Grisez and R. Shaw	1991	Fulfilment in Christ	University Notre Dame	Notre Dame IN

11. Key reading list				
Author	Year	Title	Publisher	Location
M. D. Jordan	2016	Teaching Bodies: Moral Formation in the Summa of Thomas Aquinas	Fordham University Press	New York
W. E. May	2003	An Introduction to Moral Theology	Our Sunday Visitor	Huntington, IN
P. O'Callaghan	2016	Children of God in the World: An Introduction to Theological Anthropology	Catholic University of America Press	Washington, DC
A. Pinsent	2013	The Second-Person Perspective in Aquinas's Ethics: Virtues and Gifts	Routledge	London

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Rev Dr Dylan James replaced Dr Stephen Yates	February 2020

## Philosophy, God and Science

1. Factual information			
<b>Module title</b>	Philosophy, God and Science		
<b>Module tutor</b>	Rev Dr Andrew Pinsent	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

In light of the call for a 'new apologetic' in a secular age, this module addresses the specific issues related to the growth of atheism and agnosticism since the Enlightenment.

### 3. Aims of the module

The module focuses on commonly-held views about the supposed incompatibility between science and religion and about evolution as the presumed enemy of religious faith, and attempts to counter the view that a correct vision of science and the scientific method should make one both an atheist and a materialist. The Christian positions and responses in these debates are critically explored.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical understanding of key issues relating to modern atheism and how to respond to these creatively</p> <p><b>A2:</b> A comprehensive and critical understanding of the traditional and modern arguments for the existence of God, the immortality of the human soul, and the role of philosophy in the pursuit of religious questions</p>	<p>B1, B2, C1, C2, D1</p> <p>B1, B2, C1, C2, D1</p>	<p>Seminars, coursebook, independent research, written assignment</p> <p>Lectures, coursebook, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to synthesise from historical and modern resources and debates in order to address contemporary challenges and educational needs regarding the interaction of the Catholic faith, reason and science.</p>	<p>B1, B2, C1, C2, D1</p>	<p>Class discussion, tutorials, coursebook, written assignment, oral presentation and defence</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability to use philosophical method in apologetic practice</p>	<p>B1, B2, C1, C2, D2</p>	<p>Coursebook, oral presentation and defence</p>

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1</b> : The ability to construct complex responses to complex debates</p>	B1, B2, C1, C2, D1, D2	Seminars, coursebook activities, written assignment, oral presentation and defence

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Philosophy and apologetics</li> <li>II. Philosophical argumentation</li> <li>III. Proofs for the existence of God</li> <li>IV. Dogmatic theoretic and moral atheism</li> <li>V. Negative atheism, agnosticism and 'lifestyle' atheism</li> <li>VI. Science and the Catholic Church</li> <li>VII. Cosmology, evolution and neuroscience</li> <li>VIII. Summary and conclusions.</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<p><b>Assessment Strategy:</b> Formative assessment is conducted through class discussions, tutorials and seminars while summative assessment of the module consists of a written analysis of, and response to, a contemporary challenge/debate in this field of knowledge, and an oral presentation on another apologetical challenge to Christian theism and a critical defence of strategies outlined to address this.</p>				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Written task	70%	30	50%	A1, A2, B1, D1
Oral examination	30%	32	50%	B1, C1



9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Class discussion	NA			B1
Tutorials	NA			B1
Seminar	NA			A1, D1

10. Teaching staff associated with the module
Name and contact details
Rev Dr Andrew Pinsent

11. Key reading list				
Author	Year	Title	Publisher	Location
D. Berlinski	2009	The Devil's Delusion: Atheism and its Scientific Pretensions	Basic Books	New York
R. Dawkins	2007	The God Delusion	Black Swan	Richmond, VA
E. Feser	2017	Five Proofs of the Existence of God	Ignatius Press	San Francisco, CA
E. Feser	2010	The Last Superstition: A Refutation of the New Atheism	St Augustine's Press	South Bend, IN
J. Gray	2018	Seven Types of Atheism	Allen Lane	
M. Hanby	2016	No God, No Science: Theology, Cosmology, Biology	Wiley-Blackwell	Oxford
P. Harrison	2015	The Territories of Science and Religion	University of Chicago Press	Chicago, IL
J. L. Mackie	1983	The Miracle of Theism	Oxford University Press	Oxford
A. McGrath	2017	The Great Mystery: Science, God and the	Hodder and Stoughton	London

11. Key reading list				
Author	Year	Title	Publisher	Location
		Human Quest for Meaning		
H. Peter	2010	The Cambridge Companion to Science and Religion.	Cambridge University Press	Cambridge
A. Pinsent	2018	"Catholic Perspectives on Human Biotechnological Enhancement," co-authored with Biggins, Sean,	<i>Studies in Christian Ethics</i> , Vol. 32, No. 2, May 2019	
R. Swinburne	2010	Is there a God?	Oxford University Press	Oxford
R. Wagner and A. Briggs	2016	The Penultimate Curiosity: How Science Swims in the Slipstream of Ultimate Questions	Oxford University Press	Oxford

12. Other indicative text (e.g. websites)
<a href="https://strangenotions.com/">https://strangenotions.com/</a> <a href="http://www.thomisticevolution.org/">http://www.thomisticevolution.org/</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment	Element of oral assessment included	February 2016

## Learning from Monasticism

1. Factual information			
<b>Module title</b>	Learning from Monasticism		
<b>Module tutor</b>	Professor John Loughlin	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module presents the thematic period of monasticism as the foundational locus for ongoing spiritual themes, and also draws together the various tensions that are to be found between the intellectual and affective movements and the corporate and individual ascent to God.

### 3. Aims of the module

The module offers a systematic presentation of the development of the individual monastic movement which offered a radical alternative from life in the towns and cities. Asceticism and virginity came to the fore, and eventually communities of individuals formed to pursue the common goal of perfection. The patterns of life established in the Rules drawn up for eremitic and communal living provide the framework in which lives of asceticism and prayer developed. Various emphases of spirituality are brought to the fore in this personal appropriation of the movement towards God, providing various thematic links between the world of the early Fathers and that of the early modern period.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A critical understanding of the developments in spirituality connected with forms of religious life in the period between St Benedict (6<sup>th</sup> century) and St Francis (13<sup>th</sup> century)</p> <p><b>A2:</b> Systematic knowledge and critical awareness of a range of ascetical practices and ways of prayer, of strategies for spiritual combat, and of the concepts of spiritual accompaniment and friendship</p>	<p>A2</p> <p>A2</p>	<p>Coursebook and further reading, written assignment</p> <p>Lecture input, coursebook, seminars, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Reflect critically on how key tensions implicit in Christian spiritual life become explicit in monasticism: intellectual / affective, individual /community, contemplative / active, renunciation / engagement.</p>	<p>A2, B2</p>	<p>Seminars, tutorials, written assignment</p>

<b>C. Practical and professional skills</b>	<b>Pathway Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> From theological reflection on this seminal period, the ability to develop spiritual, educational, pastoral or cultural insights and apply what is learned, critically and creatively, to personal/communal spiritual practice and experience.</p>	A2, C1, C2, D1, D2	Case studies, practical exercises, applied element of written assignment

<b>D Key transferable skills</b>	<b>Pathway Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to think critically and innovatively concerning the pedagogical implications of disseminating complex material</p>	C2, D1, D2	Practical coursebook activities, applied element of written assignment

<b>8. Indicative content.</b>
<ol style="list-style-type: none"> <li>1. The Desert Fathers (Anthony et al)</li> <li>2. Growth of Communities (Cassian, Benedict)</li> <li>3. The Desert Regained (Carthusians)</li> <li>4. Women's lives (Nuns, Beguines and Anchorites)</li> <li>5. Irish Monasticism</li> <li>6. Vita Evangelia and Apocalyptic (Mendicants and Canons Regular)</li> </ol>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Formative assessment through group work, seminar participation, tutorials, case studies and practical exercises. Summative assessment conducted via analytic exercise in spiritual theology, and practical exercise in applied theology.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Analytic exercise in spiritual theology	60%	40	50%	A1, A2, B1
Practical exercise in applied theology	40%	40	50%	C1, D1
Seminars	NA			A2, B1
Tutorials	NA			B1
Case Studies/Practical Exercises	NA			C1, D1

10. Teaching staff associated with the module
Name and contact details
Professor John Loughlin

11. Key reading list				
Author	Year	Title	Publisher	Location
BERK, Dennis	2017	An Undivided Heart; Love in the monastic life	Mirfield	Mirfield
CONSTABLE, Giles	2017	Medieval Monasticism	Routledge	Abingdon
CRAY, G; Mobsby, I and Kennedy, A (eds).	2010	New Monasticism as Fresh Expressions of Church.	Canterbury Press	Norwich, UK
DAVIS, S. J.	2018	Monasticism: a very short introduction	Oxford University Press	Oxford
DREHER, Rod	2017	The Benedict option: a strategy for Christians in a post-Christian nation	Sentinel Press	New York
EGEN, Keith	1976	'Guigo II: The Theology of the Contemplative Life' in	Cistercian Publications	Western Michigan University

11. Key reading list				
Author	Year	Title	Publisher	Location
		The Spirituality of Western Christendom, pp.106-115		
FARMER, David	1980	'Bede: Lives of the Abbots of Wearmouth and Jarrow', in The Age of Bede,	Penguin Books	Harmondsworth
HARMLESS, W.	2004	Desert Christians: an introduction to the literature of early monasticism	OUP	Oxford
HEVELOVE, Jennifer L.,	2005	Disciples of the Desert: Monks, Laity and Spiritual Authority in Sixth-Century Gaza	John Hopkins University Press	London
HOLZHERR, Georg; THAMERT, Mark	2016	The Rule of Benedict: an invitation to the Christian Life	Cistercian Publications	Collegeville: MN
LECLERCQ, Jean	1982	The Love of Learning and the Desire for God: A Study in Monastic Culture, 3 <sup>rd</sup> edition	Fordham University Press	New York
LEYER, Conrad,	2000	Authority and Asceticism from Augustine to Gregory the Great	OUP	Oxford
MAYR-HARTING, H.,	1991	The Coming of Christianity to Anglo-Saxon England, (3rd Ed.)	Batsford	London
PLATTEN, Stephen & WELBY, Justin	2017	Oneness: the dynamics of monasticism	SCM Press	London
SCHERRER, S	2009	Desert Living: Contemplative Living as the Context for Contemplative Praying	IUniverse	Bloomington, IN

12. Other indicative text (e.g. websites)
<a href="http://www.newadvent.org/fathers">www.newadvent.org/fathers</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



## Prayer and the Spiritual Life

1. Factual information			
<b>Module title</b>	Prayer and the Spiritual Life		
<b>Module tutor</b>	Rev Dr John Udris and Dr Stephen Yates	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

The module carries through the aims of the spirituality pathway and the pathway in RE and catechesis by examining the concept of 'spirituality' and the problems associated with its delineation before moving on to outline the basic structure of spiritual theology: its characteristic features and terminology, aims, methods, sources and its relation to other branches of theology. It builds systematically on the contents of the module on God, Christ and Salvation.

Throughout the various units of the module students are enabled and invited to bring their theological awareness and reflections into critical dialogue with issues arising from their pastoral and educational contexts.

### 3. Aims of the module

To introduce students into the field of spiritual theology and in dialogue with contemporary understandings of spirituality to offer a systematic study of the Christian spiritual tradition leading to a critical appreciation of the nature of Christian spiritual life and its key components

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against <sup>2</sup>	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical understanding of the nature, methods and sources of spiritual theology, and the Catholic doctrine of grace in relation to the spiritual life</p>	<p>A2, D1, D2 A1, A2, B1, B2</p>	<p>Coursebook, lectures, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability, critically and systematically, to relate key themes in spiritual theology to foundational doctrines, and to other areas of theology</p>	<p>A2, D1, D2 A2, B1, B2</p>	<p>Class discussions, tutorial input, written assignment</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability to apply knowledge and understanding of the forms and stages of Christian spirituality and prayer critically and creatively in their</p>	<p>A2, B1, C2, D1, D2</p>	<p>Seminars, practical exercises, applied aspect of written assignment</p>

<sup>2</sup> Black = RE and Catechesis pathway; Blue = Spirituality pathway.

C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
pastoral settings.	A2, C1, C2	

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> An ability to think systematically and strategically how to communicate complex ideas clearly and effectively</p>	D1, D2 C1, C2, D1, D2	Seminars, coursebook exercises, applied aspect of written assessment

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Introduction to the study of spirituality</li> <li>II. The nature of spiritual theology</li> <li>III. Grace and the indwelling Trinity</li> <li>IV. The Holy Spirit and the virtues</li> <li>V. The stages of the spiritual life</li> <li>VI. Prayer in the Christian life</li> <li>VII. Spirituality and the Mystical Body of Christ</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
<p><b>Assessment Strategy:</b> Tutorials, seminars and practical exercises are used formatively; summative assessment of the module is achieved through written theological analysis and applied theological exercise.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Theological analysis	50%	Y1, Wk30 (Spirituality); Y2, Wk20 (RE and Catechesis)	50%	A1, B1
Applied theological exercise	50%	Y1, Wk30 (Spirituality); Y2, Wk20 (RE and Catechesis)	50%	C1, D1
Tutorials/seminars	NA			B1, C1, D1
Practical exercises	NA			C1

10. Teaching staff associated with the module	
Name and contact details	
Fr John Udris and Dr Stephen Yates	

11. Key reading list				
Author	Year	Title	Publisher	Location
Aumann, J	1982	Spiritual Theology	Sheed & Ward	London
O' Callaghan, P	2014	God Ahead of Us: The Story of Divine Grace	Fortress Press	Minneapolis
Cooper, A. G.	2014	'Criteria for Authentic Mystical Experience: Reginald Garrigou Lagrange's Doctrine of Deification'.	<i>Heythrop Journal</i> , Vol. 55, No.2 (March 2014), pp.230-43.	
Corbon, J	2005	The Wellsprings of Worship	Ignatius Press	San Francisco

11. Key reading list				
Author	Year	Title	Publisher	Location
Cunningham L S and Egan K J	2004	Christian Spirituality: Themes from the Tradition	Paulist Press	New York
Kereszty, R	2016	'Thy Will Be Done on Earth as It Is in Heaven'	<i>Communio</i> 43, No.1 (Spring 2016), pp.16-28	
MacIntosh, M A	1998	Mystical Theology: The Integrity of Spirituality and Theology	Blackwell	Oxford
McGrath, A E	1999	Christian Spirituality: An Introduction	Wiley-Blackwell	New Jersey
Ormerod, N.	2014	'The Metaphysics of Holiness: Created Participation in the Divine Nature'.	<i>Irish Theological Quarterly</i> Vol. 79, No.1, 2014, pp.68-82.	
Sheldrake, P	2006	A Brief History of Spirituality	Wiley-Blackwell	New Jersey
Zunic, N	2014	'Models of Holiness',	<i>Heythrop Journal</i> , Vol. 55, No.2 (March 2014), pp.256-69.	

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Psychology for Spiritual Formation

1. Factual information			
<b>Module title</b>	Psychology for Spiritual Formation		
<b>Module tutor</b>	Dr Chris Wojtulewicz	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module amplifies the aims of the programme in the area of spirituality by examining the manner in which the doctrine of grace is engaged in the work of healing and completing the human person.

### 3. Aims of the module

In light of the rationale, this module aims to evaluate the contribution that can be made in this regard by the science of psychology: critically assessing the insights of various schools and approaches into the nature of the person and their development. In doing so, it is intended that the students are made aware of how psychology can assist them in their own and others' personal, spiritual and moral development, and to foster the critical faculties necessary to exercise discernment in drawing on the writings of psychologists to inform their understanding of these topics from a Catholic point of view.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical understanding of the main approaches to psychology and their potential for shedding light on the human person and various aspects of human development</p>	A1, B2, D1	Coursebook, lecturer input, guided reading, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to analyse critically and evaluate different approaches to psychology from the perspective of theological-philosophical anthropology</p>	A1, B2, D1, D2	Tutorials, class discussions, coursebook exercises, theoretical and applied dimensions of written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability, critically and creatively, to apply the insights of psychological scholarship within their pastoral, personal, educational, or catechetical setting.</p>	A1, B2, D1, D2	Practical exercises, seminars, applied dimension of written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to transfer understanding of personal and moral development to wider cultural engagements beyond academic study</p>	A1, B2, D1, D2	Coursebook exercises, seminars, applied aspect of written assignment

## 8. Indicative content.

- I. Perspectives on being human
- II. the nature of the human being in Catholic doctrine
- III. Christian anthropology as the basis of our understanding of morality
- IV. the Catholic model of spirituality
- V. biologically based psychologies
- VI. depth psychology
- VII. existentialist psychology
- VIII. humanistic psychology
- IX. social psychology

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

Formative assessment is mainly through tutorials, and seminars (including webinars) focused on practical exercises. Summative assessment is through (i) critical analysis of psychological models/approaches, and (ii) practical exercise



9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Critical analysis exercise	70%	10	50%	A1, B1
Practical exercises	30%	10	50%	C1, D1
Tutorials	NA			B1
Seminars/class discussion	NA			B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr Chris Wojtulewicz

11. Key reading list				
Author	Year	Title	Publisher	Location
ASHWORTH, P.	2000	Psychology and Human Nature	Psychology Press	East Sussex
BASKERVILLE, S	2017	The New Politics of Sex, The Sexual Revolution, Civil Liberties, & the Growth of Governmental Power	Angelico Press	Brooklyn, NY
BIRCH, A.	1997	Developmental Psychology, 2nd ed.	Methuen	London
CESSARIO, R et al (Eds)	2013	Philosophical Virtues and Psychological Strengths	Sophia Institute Press	Bedford, NH
CULLIFORD, L	2010	The Psychology of Spirituality: An Introduction	Jessica Kingsley	London
DALZELL, T	2019	'On God in Lacan: A Response to Tina Beattie'.	<i>New Blackfriars</i> , September 2019, Vol.100 (1089), pp.538-553.	

11. Key reading list				
Author	Year	Title	Publisher	Location
FOWLER, J.W. et al.	1991	Stages of Faith and Religious Development	SCM	London
GROESCHEL, B.	1984	Spiritual Passages	Crossroad	New York
KUGELMANN, R	2011	<i>Psychology and Catholicism: Contested Boundaries</i>	Cambridge University Press,	Cambridge, UK
VITZ, P.	2013	Faith of the Fatherless: The Psychology of Atheism	Ignatius Press	San Francisco, CA
VITZ, P.	1998	Psychology as Religion	Wm B. Eerdmans	Grand Rapids MI/Cambridge UK
WATTS, F	2017	Psychology, Religion, Spirituality, Concepts and Applications	Cambridge University Press	Cambridge

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Rev David Marsden replaced by Dr Chris Wojtulewicz	February 2019

## Love, Marriage and Family: a Psychological Perspective

1. Factual information			
<b>Module title</b>	Love, Marriage and Family: a Psychological Perspective		
<b>Module tutor</b>	Deborah van Kroonenberg	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
<p>This is the seventh module on the Marriage and Family Pathway which on the basis of the preceding modules now enters into marriage and family as a lived reality, examining how love unfolds within marriage and family life according to the insights of modern psychology. A psychological analysis of love as the primary indicator of psychic health will enable an examination of those personal and relational factors that influence the understanding and experience of conjugal love and marital fidelity. Based on sound anthropological foundations, the contribution of psychology to an understanding of the person and the lived reality of marriage is indispensable in achieving the over-riding aim of the course, that of an <i>adequate anthropology</i>.</p>

3. Aims of the module
<p>The course examines the unfolding of love in marriage and family as it is understood in modern psychology. A psychological analysis of love as the primary indicator of psychic health will enable an examination of those personal and relational factors that influence the understanding and experience of conjugal love and marital fidelity. This analysis is offered with a view to the practical application of psychological principles to counseling and pastoral situations.</p> <p>A Catholic understanding of love and the human person is a constant point of reference throughout the course. Such an approach provides the possibility of a critical engagement with other psychological approaches to marriage and family relationships including those from different faith traditions and secular positions.</p>

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1</b> : A critical and systematic understanding of the relationship between the Christian Faith and psychology</p>	A1, D1	Lectures, coursebook, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b>: Have a critical appreciation of the unconscious personality trends described in professional psychology which create difficulties in marital relations.</p> <p><b>B2</b> Critically evaluate the contribution of psychological approaches which can be employed in helping a couple in a problematic situation.</p>	<p>B1, D1, D2</p> <p>B2, C2, D1, D2</p>	<p>Course material and guided reading, practitioner seminar, tutorials, written work</p> <p>Lectures, coursebook, written assignment, practitioner seminar</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b>: Understand and critically evaluate various tools for enhancing the marital relationship</p>	B1, C2, D1, D2	Case studies/seminar, essay

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Effectively communicate key concepts regarding this subject matter within one's pastoral context</p>	D1, D2	Practitioner seminar/group discussion, tutorial, applied aspect of written work

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Introduction</li> <li>II. An analysis of love</li> <li>III. The psychology of conjugal love and fidelity</li> <li>IV. Communication in marriage as the central dimension of marital love</li> <li>V. Self-image and marital communication</li> <li>VI. The 'family systems' approach to marital communication</li> <li>VII. Pastoral care and counselling</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<p><b>Assessment Strategy:</b> Formative assessment through seminars, tutorials, case studies, class discussion. Summative assessment through 5000 word essay (100%)</p>				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Written assignment	100%	30	50%	A1, B1, B2, C1, D1
Seminars/case studies/group discussion	NA			B1, B2, C1, D1
Tutorials	NA			B1, D1

10. Teaching staff associated with the module
Name and contact details
Deborah van Kroonenberg

11. Key reading list				
Author	Year	Title	Publisher	Location
E. Dreikurs-Ferguson	2009	Adlerian Theory	CreateSpace Independent Publishing	
A. Franks	2013	Contraception and Catholicism: What the Church Teaches and Why	Pauline Books & Media	Slough, UK
I. Goldenberg & H. Goldenberg	1995	Family Therapy	Brooks/Cole	Pacific Grove CA
J. Gottman	2007	The Seven Principles For Making Marriage Work	Orion	London
J. Granados	2017	Accompanying, Discerning, Integrating: A Handbook for the Pastoral Care of the Family According to <i>Amoris Laetitia</i>	Emmaus Road Publishing	Steubenville, OH
G. Kuby	2015	The Global Sexual Revolution: Destruction of Freedom in the Name of Freedom.	LifeSite/Angelico Press	
E. Leseur	2002	The Secret Diary of Elisabeth Leseur: The Woman Whose Goodness Changed Her Husband from Atheist to Priest	Sophia Institute Press	Bedford, NH
D. Papero	1997	Bowen Family Systems	Allyn and Bacon Inc.	Boston, MA

11. Key reading list				
Author	Year	Title	Publisher	Location
		Theory		
V. Reddy	2010	How Infants Know Minds	Harvard University Press	Cambridge, MA
V. Satir	1993	Conjoint Family Therapy, 3 <sup>rd</sup> edition	Science and Behaviour Books	Palo Alto, CA
G. Scott	1990	Resolving Conflict	New Harbinger	Oakland, CA
M. Verret	2015	Witness to Love: How To Help The Next Generation Build Marriages That Survive And Thrive	St Benedict Press	Charlotte, NC

12. Other indicative text (e.g. websites)
<a href="https://smartloving.org">https://smartloving.org</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Research Methods

1. Factual information			
<b>Module title</b>	Research Methods		
<b>Module tutor</b>	Dr Stephen Yates and Dr Catherine Knowles	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	20% face-to-face, 80% distance learning.		
<b>Notional learning hours</b>	30 hours lecture/seminar, 120 hours independent learning.		150

2. Rationale for the module and its links with other modules
This module contributes to the MA in Catholic Applied Theology programme by providing a unit which focuses specifically on research methods, especially writing skills.

3. Aims of the module
To develop the capacity of students to work analytically with knowledge databases and practical resources at masters level.
To enable students to construct effective dissertation proposals, leading to dissertations which make appropriate contributions to specific fields of knowledge at M level.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No



7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Systematic knowledge and critical understanding of research methods and sources appropriate to applied theological research</p>	A2, B1, B2, D1	Lecture input, tutorials, research methods and study guide handbook, annotated bibliography, dissertation proposal.
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Be able to generate research questions, aims, objectives and hypotheses in applied theology, and to conduct a relevant literature review, identifying and justifying research methods appropriate for the proposal thus formulated, and addressing any associated ethical considerations</p>	A2, B1, B2, D1, D2	Lectures, tutorials, further reading, presentations and feedback, empirical methods guidelines and seminars, dissertation proposal.
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Be able critically and systematically to acquire theoretical knowledge and understanding directly relevant to addressing issues relating to specific personal, pastoral, professional or vocational contexts.</p>	A2, B1, B2, B1, B2 C2, D1, D2	Tutorials, research methods and study guide handbook, seminars, annotated bibliography, research, dissertation proposal.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> Gained skills in planning and conducting a research project, handling a variety of resources and drawing them together to address research questions or hypotheses in a critical and systematic fashion to arrive at conclusions of theoretical and/or practical import.</p>	B1, B2, D1, D2	Tutorials, seminars, research methods and study guide handbook, group work, dissertation proposal.

8. Indicative content.
<p>Stages of dissertation production.</p> <p>Setting up of bibliographies.</p> <p>Literature review.</p> <p>Methodologies.</p> <p>Presentation and citation.</p> <p>This module is taught across two years: Part A focuses on how to gather and analyse resources, Part B works towards the Dissertation Proposal.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
<p><b>Assessment Strategy:</b> Formative assessment is conducted through class discussion, tutorials, seminars (including webinar in Year Two to follow up on input on dissertation proposal at Residential Five), group work, presentations and feedback (peer and staff). Summative assessment</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
for the module is conducted via:				
Year One: Annotated Bibliography (1000-2000 words)				
Year Two: Dissertation Proposal (3000-3500 words)				
Passing both parts of the Research Methods assignment is a pre-requisite for proceeding to the final dissertation stage of the MA.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Bibliography	20%	40	50%	A1, C1
Dissertation proposal	80%	40	50%	A1, B1, C1, D1
Class discussions/seminars	NA			B1, C1, D1
Tutorials				A1, B1, C1, D1
Group work				D1
Presentations and feedback				B1, D1

10. Teaching staff associated with the module
Name and contact details
Dr Stephen Yates and Dr Catherine Knowles

11. Key reading list				
Author	Year	Title	Publisher	Location
J. Bell	2018	Doing Your Research Project, 7 <sup>th</sup> edition	Open University Press	Maidenhead, Berkshire
Z. Bennett, et al.	2018	Invitation to Research in Practical Theology	Routledge	London
Z. Bennett	2014	Your MA in Theology: A Study Skills Handbook	SCM Press	London

11. Key reading list				
Author	Year	Title	Publisher	Location
Bullivant, S., Knowles, C., Vaughan-Spruce, H. and Durcan, B.	2019	Why Catholics Leave, what they miss and how they might return	Paulist	New York
P. Newby	2014	Research Methods for Education, 2 <sup>nd</sup> edition	Routledge	London
E. Stringer	2013	Action Research	Sage	London
J. Swinton	2016	Practical Theology and Qualitative Research. 2 <sup>nd</sup> edition	SCM Press	London
L. Yaghjian	2006	Writing Theology Well. A Rhetoric for Theological and Biblical Writers	Ashgate	Aldershot

12. Other indicative text (e.g. websites)
<a href="https://www2.le.ac.uk/offices/red/rd/research-methods-and-methodologies">https://www2.le.ac.uk/offices/red/rd/research-methods-and-methodologies</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Scripture for RE and Catechesis

1. Factual information			
<b>Module title</b>	Scripture for RE and Catechesis		
<b>Module tutor</b>	Rev Dr Robert Letellier	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	4% face-to-face, 96% distance learning.		
<b>Notional learning hours</b>	6 hours lecture/seminar, 144 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module amplifies the aims of the programme in its attention to the fundamental relevance of Scripture for Catechesis and Religious Education.

### 3. Aims of the module

The module aims to focus on a Catholic understanding of Scripture. In doing so it will explore in particular the tradition of the dual, triple and quadruple senses of Scripture (letter and spirit; history and mystery; allegorical, tropological and anagogical senses; literal, allegorical, moral and anagogical senses of Scripture). This will show that the singularity of Christianity/Catholicism is constituted by the unique fact of Christ, whose Incarnation, Passion, Resurrection and Gift of the Spirit, established an entirely new reality. This new reality includes the spiritual interpretation of the whole of Scripture (OT and NT), the mystery of the Church, and the new life of the individual person in the Spirit – gift of the Father and the Son. The module will conclude with Mary, who, as the one who conceived the Word of God in her womb and brought him into the world, is the model for teachers and catechists.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Critical understanding of the place of Sacred Scripture in catechesis, and religious education</p> <p><b>A2:</b> Systematic knowledge and critical understanding of the notion of the different “senses of Scripture”; the foundations of the notion of the literal and spiritual senses of Scripture, and the significance and role of the “allegorical, tropological and anagogical” senses for theology, catechesis and religious education</p>	<p>A1, A2, D1</p> <p>A1, A2, B2, D1, D2</p>	<p>Lectures, coursebook, written assignment</p> <p>Seminars, coursebook, written assignment</p>
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to apply the notion of Christ as exegete and exegesis of the covenant to key passages in Sacred Scripture</p>	<p>A2, D1, D2</p>	<p>Seminars, independent research, written assignment</p>
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability to assess critically the methods and findings of</p>		<p>Textual engagements, case studies, written</p>

C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
contemporary biblical studies and to use these creatively within educational/catechetical contexts	C1, C2, D1, D2	assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to employ detailed knowledge, understanding and skills innovatively and systematically for pedagogic purposes</p>	C1, C2, D1, D2	Seminars, coursebook exercises, written assignment

8. Indicative content.
<p>Introduction to Catechesis and Religious Education as rooted in Divine Revelation. Seeing the Wood for the Trees – establishing a number of frameworks to contextualise the use of Scripture within the broader frame of Revelation and Mission of the Church.</p> <p>I. The Literal and the Spiritual Sense of Scripture; the history and the mystery– Contemporary issues relating to the interpretation of Scripture – Enlightenment, scientific and historical-critical methods, subjectivism. The Church's response.</p> <p>II. The Unity of the Old and New Testaments – Paul's Conversion, The Transfiguration, the Road to Emmaus.</p> <p>III. The Allegorical Sense – the basic Gospel Message, the Church and the Liturgy.</p> <p>IV. The Moral Sense of Scripture. Anthropological Considerations – The Human Person as a new creation in Christ. The Communication of Idioms in Christ, the Church and the Individual Member of the Church</p> <p>V. The Anagogic Senses of Scripture, the Church and the Individual. Faith, Love and Hope in the world today.</p> <p>VI. Mary, the Bearer of the Word of God and Model for Teachers and Catechists.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> A variety of learning tasks are used indicatively within this module, such as: seminars, textual analysis/case studies. Summative assessment consists of an extended essay in academic catechesis.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Written assignment Seminars Textual analysis/case studies	100% NA NA	40	50%	A1, A2, B1, C1, D1 A2, B1, D1 C1

10. Teaching staff associated with the module
Name and contact details
Rev Dr Robert Letellier

11. Key reading list				
Author	Year	Title	Publisher	Location
Dean P. Bécharde (edited and translated by)	2002	The Scripture Documents: An Anthology of Official Catholic Teachings	The Liturgical Press	Collegeville, MN
Hans Boersma	2017	Scripture as Real Presence: Sacramental Exegesis in the Early Church	Baker Academic	Ada, MI
José Granados, Carlos Granados and Luis Sánchez-Navarro (eds)	2008	Opening up the Scriptures: Joseph Ratzinger and the Foundations of Biblical Interpretation	Eerdmans Publishing Company	Grand Rapids, Michigan / Cambridge UK
Scott Hahn (ed)	2012	Letter & Spirit, Vol. 7: The	St. Paul Center for Biblical Theology	Steubenville, OH



11. Key reading list				
Author	Year	Title	Publisher	Location
		Bible and the Church Fathers: The Liturgical Context of Patristic Exegesis		
Matthew Levering	2014	Engaging the Doctrine of Revelation: The Mediation of the Gospel Through Church and Scripture	Baker Academic	Ada, MI
Henri de Lubac	1998	Medieval Exegesis, Vols. 1 & 2	Eerdmans Publishing Co. & T. & T. Clarke	Grand Rapids, MN & Edinburgh
Joseph Ratzinger/ Pope Benedict XVI	2007	Jesus of Nazareth	Bloomsbury	New York and Berlin
Keith Stanglin	2018	The Letter and Spirit of Biblical Interpretation: From the Early Church to Modern Practice	Baker Academic	Ada, MI

12. Other indicative text (e.g. websites)
<a href="http://www.vatican.va">www.vatican.va</a>
<a href="http://www.ewtn.com">www.ewtn.com</a>
<a href="http://www.christendom-awake.org/pages/mcgovern/edelby.html">http://www.christendom-awake.org/pages/mcgovern/edelby.html</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Mgr Paul Watson replaced by Rev Dr Robert Letellier	February 2019

## The Church

1. Factual information			
<b>Module title</b>	The Church		
<b>Module tutor</b>	Dr Jeremy Pilch	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
This module provides an exploration of the ecclesial context within which RE and Catechesis is situated.

3. Aims of the module
This module explores the relationship between the Church and the Kingdom of God announced and inaugurated by Christ. Various images of the Church are critically compared in the light of this, and both her hierarchical structure and nature as communion examined. The relationship between the Catholic Church and other churches and ecclesial communities is explored, together with the field of Mariology.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical understanding of ecclesiology within the Catholic tradition, with particular reference to the teaching of the Second Vatican Council</p>	A2, B1, D1	Coursebook, further reading, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> The ability to relate key elements of the Church's ecclesiology critically and systematically to the core doctrines of the Catholic faith: Trinity, Incarnation and Paschal Mystery, the Holy Spirit and grace</p>	A2, B1, D1	Lecture input, course materials and exercises, written assignment.
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> An ability to utilise the above critically and creatively within a chosen pastoral/educational/catechetical setting</p>	A2, C1, C2, D1, D2	Seminars, coursebook exercises, applied theological exercise

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to apply in-depth theological knowledge and understanding in new and illuminating ways within their lives and apostolates</p>	A2, B1, C1, C2, D1, D2	Applied theological exercises

8. Indicative content.
<ul style="list-style-type: none"> <li>I. the Church and <i>Lumen Gentium</i></li> <li>II. the Kingdom and the Church</li> <li>III. the Church as the Body of Christ and the Bride of Christ</li> <li>IV. the People of God</li> <li>V. the sacramentality of the Church</li> <li>VI. the Church as communion</li> <li>VII. the Pastoral Office</li> <li>VIII. infallibility</li> <li>IX. Perfect and imperfect communion with the One Church</li> <li>X. Our Lady and the Church</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Formative assessment achieved through tutorials/seminars (including webinars) and practical group work/tutorials. Module assessed summatively via (i) theological analysis (ii) pastoral application exercise.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%	10	50%	A1, B1
Pastoral application	50%	10	50%	C1, D1
Coursebook exercises	NA			B1, C1
Seminars/tutorials	NA			C1, D1
Practical exercises	NA			C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr Jeremy Pilch

11. Key reading list				
Author	Year	Title	Publisher	Location
Olga Druzhinina	2016	The Ecclesiology of St. Basil the Great: A Trinitarian Approach to the Life of the Church	Pickwick Publications	Eugene, OR
Avery Dulles	2013	Magisterium: Teacher and Guardian of the Faith	Catholic University of America Press	Washington DC
Avery Dulles	2002	Models of the Church (Expanded Edition)	Image/Doubleday	Dublin
Matthew Lamb & Matthew Levering (eds)	2017	The Reception of Vatican II	Oxford University Press	Oxford
Matthew Levering	2016	Engaging the Doctrine of the	Baker Academic	Ada, MI

11. Key reading list				
Author	Year	Title	Publisher	Location
		Holy Spirit: Love and Gift in the Trinity and the Church		
Henri de Lubac	1986	The Splendour of the Church	Ignatius Press	San Francisco
P. Haffner	2007	The Mystery of the Church	Gracewing	Leominster
C. Journet	2004	The Theology of the Church	Ignatius Press	San Francisco
R.C. Koerpel	2008	'The Form and Drama of the Church: Hans Urs von Balthasar on Mary, Peter, and the Eucharist'	<i>Logos</i> , Vol.11, No.1, pp.70-99	
J. Pilch	2017	<i>'Lumen Gentium'</i> , in Matthew Levering, <i>An Introduction to Vatican II as an Ongoing Theological Event</i>	Catholic University of America Press	Washington DC
Vatican II	1965	Dogmatic Constitution on the Church	CTS	London

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Dr Jeremy Plich replaced Fr Marcus Holden	February 2019

## The Contemporary Socio-Political Context of the Family

1. Factual information			
<b>Module title</b>	The Contemporary Socio-Political Context of the Family		
<b>Module tutor</b>	Dr James Carr	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	2% face-to-face, 98% distance learning.		
<b>Notional learning hours</b>	3 hours lecture/seminar, 147 hours independent learning.		150

2. Rationale for the module and its links with other modules
To investigate the reality of marriage from different perspectives. Having studied the understanding of marriage and the family within the Catholic understanding, marriage and family as a social reality demands that the concrete socio-political context in which it lives and to which it contributes be given due consideration.

3. Aims of the module
An understanding of divergent sociological perspectives on the family will depart from an study of their respective philosophical presuppositions. A central issue to be considered is the rationale for the contemporary rebalancing of the family-state nexus. Through an examination of the relationship between the consensus on social commitments reached within the interstate forums of social modernity and their innovatory structures for democratic participation, the potential for a new paradigm for global affairs will be considered. A case history approach will be used to clarify both the operational mechanisms through which key concepts of this paradigm are channelled and their significance for the family.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No



7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> Systematic knowledge and understanding of contemporary sociological perspectives on the family</p>	B2, D1	Coursebook and associated reading, written assignment.
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> Critical understanding of modern educational change, the key influences and relevance to the family</p>	A2, B2, D1, D2	Lectures, course materials, seminars, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>C1:</b> The ability to analyse the changing status of the family in relation to civil society and gain a critical appreciation of how decisions taken at the local, national and international level impact on family</p>	A2, B2, D1, D2	Case studies, seminars, group discussion, written assignment, tutorials

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>D1:</b> The ability to communicate complex and nuanced concepts in various settings</p>	A2, B2, D1, D2	Group interaction, case study, essay

## 8. Indicative content.

- I. An introduction to recent sociological perspectives on the family with reference to their philosophical context
- II. A discussion of educational reform and its challenge to the family
- III. An account of the changing status of the family in relation to Civil Society
- IV. A case history to explore the mechanisms through which Civil Society contributes to the makings and diffusion of a new paradigm for global affairs.

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

Formative assessment through seminars (including webinar) on relevant case studies, group discussion and tutorials. On *Marriage and Family* pathway, summative assessment through 5000 word essay (100%); on *Faith and Culture* pathway, summative assessment via anthropological analysis and case study.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	100%	20	50%	A1, B1, C1, D1
Seminars	NA			B1, C1, D1
Group discussion	NA			B1, C1, D1
Tutorial	NA			C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr James Carr

11. Key reading list				
Author	Year	Title	Publisher	Location
Bosio, E., Torres, C.A.,(2019)	2019	“Global Citizenship Education: An Educational Theory of the Common Good”	Available at <a href="https://journals.sagepub.com/doi/full/10.1177/1478210319825517">https://journals.sagepub.com/doi/full/10.1177/1478210319825517</a>	
T. Burkard	2007	Secret Garden: the progressive decay of liberal education	University of Buckingham Press	Buckingham
D. Buss. and Herman	2003	Globalizing Family Values: The Christian Right in International Politics	University of Minnesota Press	Minneapolis/ London
J. Carrette J. and H. Miall, H. (eds)	2017	Religion, NGOs and the United Nations: Visible and Invisible Actors in Power	Bloomsbury Academic	London
M. Connelly	2008	Fatal Mis-Conception: The Struggle to Control World Population	The Belknap Press of Harvard University Press	Cambridge, Massachusetts/ London, England
T. Duncan	2018	Habermas and Feminism: Critical Reflections on Normativity	Palgrave Macmillan, International	London
Grasso, K.L. ed., (2019)	2019	Symposium:” <i>Patrick Deneen’s Why Liberalism Failed and the Crisis of American</i>		

11. Key reading list				
Author	Year	Title	Publisher	Location
		<i>Democracy, In: The Catholic Social Science Review, Vol XXIV, pps.3-53</i>		
R. Legutko	2016	The Demon in Democracy: Totalitarian Temptations in a Free Society	Encounter Books	New York
A. McIntyre	2017	Ethics in the Conflicts of Modernity: An Essay on Desire, Practical Reasoning, and Narrative	Cambridge University Press	Cambridge, UK
J. Millbank and A. Pabst	2016	The Politics of Virtue: Post-Liberalism and the Human Future	Rowan & Littlefield International	London
M. Peters	2006	The New Global Ethic: Challenges for the Church	Institute for Intercultural Dialogue Dynamics	Brussels
M. Peters	2007	The Globalization of the Western Cultural Revolution, Key Concepts, Operational Mechanisms	Institute for Intercultural Dialogue Dynamics	Brussels
J.A. Rabkin	2007	Law without Nations? Why Constitutional Government Requires Sovereign States	Princeton University Press	Princeton NJ
B. Scarnecchi and T. McKeegan	2009	The Millennium Development Goals: In the Light of Catholic Teaching	International Organizations Research Group (IORG), Catholic Family and Human Rights Institute,	New York

12. Other indicative text (e.g. websites)
Cardinal Ratzinger (1 <sup>st</sup> April, 2005) " <i>Europe's Crisis of Culture</i> ", lecture given on his reception of the St. Benedict award for promotion of life and

the family in Europe, translated from Italian, available on Zenit, Code: ZE05072629; Date: 2 July 2005

Pontifical Academy of Social Sciences (PASS) Plenary Session (1<sup>st</sup> – 3<sup>rd</sup> May, 2019) “Final Statement” on: *Nation, State, Nation-State*, Casina Pio IV | Vatican City.

the family in Europe, translated from Italian, available on Zenit, Code: ZE05072629; Date: 2 July 2005

Pontifical Academy of Social Sciences (PASS) Plenary Session (1<sup>st</sup> – 3<sup>rd</sup> May, 2019) “Final Statement” on: *Nation, State, Nation-State*, Casina Pio IV | Vatican City.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Tutor	Elizabeth Holmes replaced by Dr James Carr	February 2020

Area amended	Details	Date Central Quality informed
Tutor	Elizabeth Holmes replaced by Dr James Carr	February 2020

## The Historical Jesus

1. Factual information			
<b>Module title</b>	The Historical Jesus and the Church		
<b>Module tutor</b>	Fr Francis Murphy	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	4% face-to-face, 96% distance learning.		
<b>Notional learning hours</b>	6 hours lecture/seminar, 144 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

The module amplifies the pathway aims by addressing the question of the historical nature of the historical reality of the Church's founder, Jesus Christ, from the angle of rational explication of Church teaching for wider audiences.

### 3. Aims of the module

The module addresses the debates surrounding the historicity of the Gospels and what we can know with certainty regarding Jesus of Nazareth.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p><b>A1:</b> A systematic knowledge and critical awareness of the debates surrounding the search for the historical Jesus and possible Catholic responses to a reductive and modernist reading of the Gospels.</p>	A1, A2, B1, B2, C1, D1	Lectures, coursebook, seminars, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to have:</i></p> <p><b>B1:</b> An ability critically to examine the New Testament texts relating to Church doctrine on Christ in dialogue with modern biblical scholarship</p>	A1, A2, B1, B2, C1, C2, D1	Coursebook exercises, guided reading, written assignment
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Be able to apply knowledge the above critically and creatively within a pastoral-educational context</p>	A2, B1, B2, C1, C2, D1, D2	Seminars, practical exercise

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Demonstrate the capacity to synthesize complex debates for use in reaching wider audiences</p>	A2, B1, B2, C1, C2, D2	Class discussion, seminars, practical exercise

## 8. Indicative content.

### Part 1

- I. The influence of the Reformation in the pre-history of the Quest.
- II. The anti-supernaturalist bias of Reimarus (Deist) and Strauss (Pantheist).
- III. The central importance of Bultmann theologically, philosophically and exegetically.
- IV. The New Quest and the Criteria of Authenticity.
- V. The contribution of N.T.Wright's *Jesus and the Victory of God*.
- VI. The miracles of Jesus and their verification.
- VII. The Historicity of Jesus' claims to divinity.
- VIII. The Virgin Birth.
- IX. The Resurrection of Jesus.

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** Formative assessment conducted through seminars and practical exercises; module assessed summatively via historico-critical analysis of texts and practical exercise.



9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	70%	40	50%	A1, A2, B1
Practical exercise	30%	40	50%	C1, D1
Seminars/practical exercises	NA			A1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Rev Dr Francis Murphy

11. Key reading list				
Author	Year	Title	Publisher	Location
Richard Bauckham	2008	Jesus and the Eye-Witnesses. The Gospels as Eyewitness Testimony	Eerdmans	Grand Rapids, MI
C. Blomberg	2016	The Historical Reliability of the New Testament	Broadman and Holman Publishers	Nashville, TN
R. Bultmann	1976	The History of the Synoptic Tradition	Harper	San Francisco
W.G. Kümmel	1973	The New Testament: The History of the Investigation of its Problems	SCM	London
R. Latourelle	1988	The Miracles of Jesus and the Theology of Miracles	Paulist Press	New York
J.P. Meier	1991	Rethinking the Historical Jesus. Volume One: The Roots of the Problem and	Doubleday	New York

11. Key reading list				
Author	Year	Title	Publisher	Location
		the Person.		
J.P. Meier	1994	Volume Two: Mentor, Message, and Miracles.	Doubleday	New York
B. Pitre	2016	The Case for Jesus: The Biblical and Historical Evidence for Christ	Image	New York, NY
J. Redford	2014	Finding the Historical Church	Gracewing	Leominster
J. Redford	2004	Bad, Mad, or God? Proving the Divinity of from St. Johns Gospel.	St Paul's Publications	London
A. Schweitzer	1954	The Quest of the Historical Jesus. A Critical Study of its Progress from Reimarus to Wrede.	A and C Black	London
G. Theissen and A. Merz	1998	The Historical Jesus: A Comprehensive Guide	SCM	London
D. Wenham and S. Walton	2011	Exploring the New Testament. Vol. 1. The Gospels and Acts. 2 <sup>nd</sup> ed.	SPCK	London
N.T. Wright	1996	Christian Origins and the Question of God. Volume II, Jesus and the Victory of God	SPCK	London
N.T. Wright	2003	The Resurrection of the Son of God. Vol.III, Christian Origins and the Question of God	SPCK	London

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Content of module	Module's focus restricted to that of the Historical Jesus (formerly the Historical Jesus and the Church)	February 2019
Tutor	Rev Dr Francis Murphy replaces Dr Robin Plant	February 2021

## The Sacrament of Marriage: “Loving As God Loves”

1. Factual information			
<b>Module title</b>	The Sacrament of Marriage: “Loving As God Loves”		
<b>Module tutor</b>	Fr Matthew Bemand-Qureshi	<b>Level</b>	M
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	3% face-to-face, 97% distance learning.		
<b>Notional learning hours</b>	4.5 hours lecture/seminar, 145.5 hours independent learning.		150

### 2. Rationale for the module and its links with other modules

This module concludes the first year of study on the Marriage and Family Pathway. In light of the first three modules, students will have the necessary biblical, anthropological and moral background to enter into a detailed study of the theology of marriage as a Sacrament. On this foundation, the module continues with an investigation of marriage as a path to holiness. Here students will be invited to study concrete examples of those who have lived the sacrament of marriage realized in the mutual call to holiness. Here we encounter the existential realization of the dogmatic truth of sacramental marriage.

### 3. Aims of the module

One of the main aims of this module is to offer a thorough presentation and investigation of what is meant by saying that marriage is one of the seven Sacraments of the Church. It does not presuppose any precise understanding of the Sacraments in general, so begins with an introduction to sacramental theology. The heart of the module consists in a detailed examination of the theology of marriage as a Sacrament, firstly through a dogmatic presentation of marriage as a Sacrament and then a historical overview of the development of the doctrine. The historical examination starts with St. Augustine and finishes with contemporary authors who represent a recent revival in sacramental theology, and especially theology of marriage. Upon this foundation, the module continues with an investigation of marriage as a path to holiness. This begins with an examination of the meaning of Christian perfection and then situates marriage in the context of the different states of Christian life that are ordered to this perfection. Finally, there will be consideration of notable works in which the authors have sought to articulate how marriage as a state of life leads the couples towards sanctity.

### 4. Pre-requisite modules or specified entry requirements

None

### 5. Is the module compensatable?

No

<b>6. Are there any PSRB requirements regarding the module?</b>
No

7. Intended learning outcomes		
A. Knowledge and understanding	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to have:</i>		
<b>A1:</b> A systematic knowledge and understanding of sacramental theology and a critical appreciation of its development from St. Augustine to the modern day	A2, D1	Course materials, personal study, essay
<b>A2:</b> Systematic knowledge and understanding of Catholic tradition concerning Christian states of life and Christian perfection, and the place of marriage within this	A1, D1	Lectures, coursebook, written assignment
B. Cognitive skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module learners will be expected to:</i>		
<b>B1:</b> Be able critically to evaluate the work of significant authors on marital spirituality and to trace the pastoral implications	B2, D1, D2	Coursebook exercises, guided reading, seminar, essay
C. Practical and professional skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i>		
<b>C1:</b> Evaluate and formulate the arguments for/challenges to the application of Church teaching on marriage as a sacrament	B2, C1, C2, D1, D2	Coursebook, group discussion, written assignment

D Key transferable skills	Pathway Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Exercise personal awareness of the nature of historical development and the implications for study and research</p>	A2, D1, D2	Seminar/group discussion, written work

8. Indicative content.
<ul style="list-style-type: none"> <li>I. Introduction to Sacramental Theology</li> <li>II. Marriage as a Sacrament</li> <li>III. Development of the Theology of Marriage as a Sacrament: Part I: Augustine to Scheeben</li> <li>IV. Development of The Theology of Marriage as a Sacrament: Part II: Modern Developments</li> <li>V. Christian Perfection and Call to Holiness in Marriage</li> <li>VI. Marital Spirituality</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<p><b>Assessment Strategy:</b> Formative assessment through tutorials, seminar, personal study and planning. Summative assessment through written essay (3300 words), and applied theological exercise (1700 words)</p>				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	65%	40	50%	A1, A2, B1, C1, D1
Applied theological exercise	35%	40	50%	B1, C1, D1
Seminar/group discussion	NA			B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Fr Matthew Bemand-Qureshi

11. Key reading list				
Author	Year	Title	Publisher	Location
C. Burke	2015	The Theology of Marriage: Personalism, Doctrine and Canon Law	Catholic University of America Press	Washington, DC
P. J. Cahall	2016	The Mystery of Marriage: A Theology of the Body and the Sacrament	Hillenbrand Books	Chicago, IL
R. Dodaro, ed.	2014	Remaining in the Truth of Christ: Marriage and Communion in the Catholic Church	Ignatius Press	San Francisco, CA
John Paul II, M. Waldstein, tr.	2006	Man and Woman He Created Them: A Theology of the Body	Pauline Books	Boston, MA
M. Ouellet	2006	Divine Likeness: Towards a Trinitarian Anthropology of the Family	Eerdmans	Michigan/ Cambridge
F. Selman	2009	Sacraments and the Mystery of Christ	Family Publications	Oxford/Maryvale Institute: Birmingham
St. Thomas Aquinas		On Marriage as a Sacrament, Summa Theologiae III, Suppl,		



11. Key reading list				
Author	Year	Title	Publisher	Location
		qq.41-42		
M. Scheeben	1946	“Christian Matrimony” in Mysteries of Christianity	Herder	London
A. Scola	2005	Human Sexuality and the Imago Dei in The Nuptial Mystery	Eerdmans	Michigan/ Cambridge
D. von Hildebrand	1991	Mystery of Faithful Love	Sophia Institute	Manchester

12. Other indicative text (e.g. websites)
<a href="http://www.newadvent.org/fathers/">http://www.newadvent.org/fathers/</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment	Practical/applied element included in summative assessment exercise.	February 2019