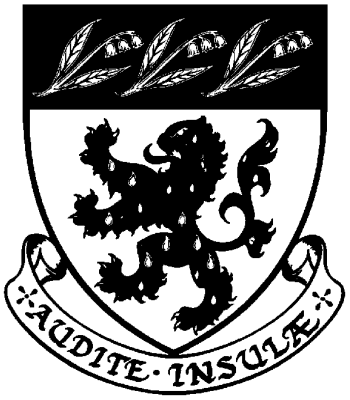
Maryvale Institute



MA in Catholic Applied Theology

Student Handbook

2022

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Old Oscott Hill,
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Introduction by the MA Programme Director

Dear Student

Welcome to the MA in Catholic Applied Theology. As you begin your studies here at Maryvale Institute we invite you to consult this Student Handbook which has been specially written to give you essential information about the content and conduct of the course you are about to begin. Here you will find the answers to questions regarding your chosen course of study, the ways the programme is delivered, assessments and much more. We hope that you will find this handbook a helpful aide throughout your course.

We wish you every success with your studies. Remember that we are here to help you achieve your maximum potential. So enjoy your time of study with us and we look forward to developing our relationship with you over the coming months and years.

Dr Catherine Knowles
MA Programme Director, Maryvale Institute

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Part One: General Information

Mission statement

The mission of Maryvale Institute is to be a leader in the provision of lifelong learning and research for all in Catholic Evangelisation, Catechesis, Theology, Philosophy and Religious Education in order to serve Christ's mandate and his Church's mission of Evangelisation in contemporary society. This provision is a distinctive combination of the methodology of distance learning and critical engagement with the Word of God in Scripture and Tradition guided by the Church's Magisterium. The work is carried out within an environment of Christian Faith, of academic and administrative quality, of open dialogue and the mutual valuing of the work, gifts and the personal and professional development of every member of the Institute.

The Vision

The vision for Maryvale is to be a national and international college which:

- Lives and presents Catholic faith and morality to all concerned for contemporary religious, moral and ethical issues
- Provides a range of formation programmes for those offering themselves for service in the Church as teachers, catechists, permanent deacons, lay pastoral assistants and volunteers
- Takes a self-critical stance as an academic community in monitoring and evaluating its own programmes and methods in the light of evidence gathered internally and that provided by external agencies to ensure the highest possible standards and relevance of its academic activities
- Develops its teaching, programmes and other activities according to the findings of ongoing evaluation procedures and in response to evolving needs in the wider community
- Develops collaborative partnerships with other centres of Catholic theological education in the UK and elsewhere, and extends its links to other bodies in a spirit of ecumenism and service to the community
- Participates, together with the Archdiocesan Department of Parish and Family Catechesis, in the Church's mission by promoting lifelong learning in the Church and beyond

A Spiritual Centre

Maryvale is also a centre for large numbers of retreats, religious education courses and other similar events. There is a daily programme of liturgy and prayer in which both staff and students can participate. The chapel is always open, as is the side-chapel housing the shrine to the Sacred Heart and Mass is normally celebrated each day. Students are encouraged to see their association with Maryvale as having a spiritual dimension and are invited to take part both in Mass and in the Morning and Night Prayer of the Church. Non-Catholic students are warmly invited to share in such activities.

Management of Higher Education Programmes

Maryvale Institute is part of the Birmingham Diocesan Trust and is governed by the Maryvale Council. Academic standards are overseen by the Academic Board, on which there is student representation.

The day-to-day running of individual programmes is the responsibility of the particular Programme Director. To support the Programme Director in this work there is a Programme Committee. This committee considers how to improve the programme and student support, considers assessment issues and looks at the students' reviews of the programme.

There are two meetings each year of the Programme Committee to review and monitor the programme, to support the Programme Director and to assist him or her in the writing of the annual report to the ASC for scrutiny and thence to the Academic Board (and from there to the Validating Body). The Programme Committee also includes student representation.

The external examiner makes judgements concerning the overall quality and standards of the programme in comparison with other institutions of higher education. The Assessment and Examinations Board meets twice a year to approve the marks awarded and progress achieved.

Student welfare and support services

Accessibility
Maryvale Institute is committed to a policy of equal access for students living with a disability, learning difficulty or health condition that impacts their study, and will make provision wherever possible for students to be able to follow its courses. This provision is coordinated by the Accessibility Coordinator. Students are invited to disclose any disability/learning difficulty/health condition they may have at the time of their application, and throughout their period of study.
If this applies to you, but you have not yet made a disclosure, you are encouraged to contact the Accessibility Coordinator (access@maryvale.ac.uk) so that you can receive the best support available to you whilst you are a student at Maryvale.

Counselling and student welfare
Tutors are available to students during tutorials and by appointment to offer advice and if necessary direction for specialized help. Pastoral support/guidance is also available to students at online study weekends. Students are encouraged to make contact with the Programme Director or Accessibility Coordinator as the first port of call if they are encountering any difficulties that have an impact on their studies.

Careers and Placements Advice
Consult the Programme Director and/or Pathway Leader.

Financial
Course Fees, for each individual academic year, are paid at the start of that year, in full. Consult the Programme Director in the first instance on course fees matters. We are able to accept payment by cheque, credit card, electronic transfer and Paypal.

On request, students are provided with information regarding bursaries and other sources of possible funding/grants.

Student Participation and Feedback
Maryvale strongly values student representation on its boards and committees. There are student representatives on the Academic Board and on every Programme/Course committee. Programme/Course Committees meet twice a year and students from each year group of the programme are invited to participate.

Students are also invited to evaluate module coursebooks and every online study weekend forming part of their studies. At the end of each year, students are invited to evaluate their experience of the course in terms of academic quality, tutor feedback, peer and institute support systems, quality of materials and information flow, library and learning resources. Finally, at the end of the programme, student opinion is sought on the quality of dissertation preparation and supervision.

An analysis of these evaluations is presented annually at the Programme/Course Committee where recommendations for change are discussed and forwarded through the committee system for eventual approval by the General Council. At the third online study weekend of each year, students are informed concerning how their feedback has been processed and responded to via a seminar. Quinquennially a questionnaire is circulated to all students to evaluate more detailed elements of Maryvale's provision and general student satisfaction.

Alumni Association

The newly formed Alumni Association is dedicated to strengthening and working in partnership with the Institute to connect, support, and coordinate the global network of alumni in promoting the mission and vision of Maryvale Institute.

The level of participation in the Alumni Association entirely depends on graduates. We encourage everyone to at least agree to receive messages from the Alumni Association Team and update their contact details. In this way, we can share important news from the Institute, inform about other graduates, and invite them to unique events.

Joining the Alumni Association encourages continued success for our students and support for the Institute. We want to reach out and connect with all our graduates, no matter where there may be. Please continue to visit us on the website and Social Media for information on future Alumni activities or email alumni@maryvale.ac.uk for more information.

For independent advice on student matters

National Union of Students
Macadam House
275 Grays Inn Road
Kings Cross
London
WC1X 8QB
Tel: 0845 5210 262
https://www.nus.org.uk/

Data Protection

It is essential for Maryvale Institute (the Institute, we, us, our) to retain and process personal and sometimes sensitive data in the exercise of its mission. Under the Data Protection Act of 1998 (DPA) and the General Data Protection Regulation of 2018 (GDPR), the Institute is classified as a data controller and as such, we are legally responsible for personal and sensitive data we collect and hold about our students, staff and associates. The gathering, use, storage and disposal of such data is governed by principles set out in the Institute Regulations, section 10.
Privacy statements can be accessed via the Institute website (Study with us – Handbooks and Regulations) or on MOODLE, along with request forms to view the data we hold on you. If you have a query about data protection in relation to your studies at Maryvale, please contact the Data Officer: dataofficer@maryvale.ac.uk

Part Two: Programme Information[1]

Validation

This MA Programme is validated by the Open University and leads to the Open University-Validated award of Master of Arts (OU). It is suitable for professional workers in a range of religious and secular pastoral ministries and those involved in a fields such as youth work, marriage care, teaching, religious education, catechesis.

Entry Requirements

Candidates are normally expected to have an honours degree (2:2 or above) or equivalent academic or professional qualifications. The Institute welcomes students whether or not they are from the Catholic community. Applicants who can show that they have covered the material of specific modules, and who have gained academic credit for this work elsewhere at a postgraduate level, may be allowed exemption for up to eight modules at the Institute's discretion.

Progression Routes from Undergraduate Degrees
Progression into the programme is possible from both the B. Divinity and the BA in Philosophy and the Catholic Tradition.

Outline of the MA Programme

This MA is a 30-month, distance-learning course with short online study weekends commencing each January. The distance-learning approach being followed on the pathways has been based on Open University practice, which has been adapted to the Maryvale situation. To be eligible for awards associated with a course, students must participate in the online study weekends and seminars. If for medical, compassionate or other serious reasons you are unable to attend a particular study weekend or seminar you should explain the situation to the Programme Director, who will decide whether you are to be exempted on that occasion.

For the first 12 months, students attend these online study weekends and seminars and work from home following specially designed module course books and associated reading and submitting assignments based upon this reading. Four modules are studied consecutively in this first year. Each of the four modules require at least 15 hours per week of coursework and study time spread over approximately 10 weeks i.e. 150 hours in all. Each module, therefore, has a credit value of 15 credits (at FHEQ level 7). During the second year, three further modules are studied and a dissertation proposal is produced. Each of these four items requires at least 15 hours per week of coursework and study time spread over approximately 10 weeks i.e. 150 hours in all. Each, therefore, has a credit value of 15 credits (at FHEQ level 7). The final 6 months of the course focus on the writing of a 20,000 word dissertation.

Awards and Exit Points

The successful completion of work for the first year achieves 60 credits at FHEQ level 7 (four modules = 4 x 15 credits). Students who satisfactorily complete this stage of the programme may proceed to the second stage of the programme. Alternatively, they may decide they have completed their studies at this point and withdraw, in which case they receive the award of Postgraduate Certificate.

Successful completion of the work for the second year achieves a further 60 credits at FHEQ level 7 (thus, 120 credits in total). Students who satisfactorily complete this stage of the programme may proceed to the third stage of the programme. Alternatively, they may decide they have completed their studies at this point and withdraw, in which case

[1] For Programme and Pathway Specifications see Part Four.

they receive the award of Postgraduate Diploma. The awards of Postgraduate Certificate and Diploma are *exit awards* only: they are granted only to those students who upon successful completion of the first or second stages of the programme decide to withdraw.

The achievement of the Masters' Degree requires successful completion of the work for the above two stages of the programme, plus the dissertation (60 credits for the dissertation, making 180 credits at FHEQ level 7 in all). This is a report of 20,000 words on a topic chosen by the student, conducted by independent personal research with tutorial advice and supervision. The dissertation constitutes the main academic test of the course. Its purpose is to provide you with the opportunity to apply creatively the knowledge, understanding and skills gained on the taught phases of the programme to a subject of both academic and personal significance.

There are thus three possible termination points for students, at Postgraduate Certificate, Postgraduate Diploma and Masters level, and students who decide to complete their studies at any of these points have a legitimate, nationally-recognised qualification.

Minimum and Maximum Completion Time for the Programme

Students will normally be expected to complete the degree programme over a period of 30 months (12 months for Year One; 12 months for Year Two; 6 months for the dissertation). Students may seek permission through their Programme Director to take an extra three years to complete the MA. Additional years incur an intercalation fee. The minimum time specified for the degree is 30 months.

MA Faculty

The key staff consists in a Programme Director, an Academic Administrator and a team of associate academic staff.

The Programme Director is Dr Catherine Knowles. Dr Knowles is normally available from Monday morning until Friday afternoon and can be contacted or email (madirector@maryvale.ac.uk) or by pre-arranged Zoom meeting.

Academic Administrator - Postgraduate: Melissa Pearce is normally available in term time from Monday – Friday, 8.45am – 4.45pm and can be contacted by email (postgrad@maryvale.ac.uk) or by pre-arranged video call (Skype/Zoom/Meet).

The associate staff are:

- Dr Keith Chappell: tutor for *Catholicism and Contemporary Currents of Spirituality* and *Human Dignity: Foundation of Western Civilisation and Culture*
- Dr Eddie Howells: tutor for *Learning from Monasticism* and *Mind and Heart: Medieval Spirituality*
- Dr Stephen Yates: lecturer for the modules *Philosophical and Theological Anthropology*, *Foundations of Catholic Religious Education*, *God and Salvation in Jesus Christ, Research Methods*, *Moral Formation,* and *Prayer and the Spiritual Life.*
- Dr Tamra Fromm: lecturer and tutor for *Catechesis: Purpose, Nature, Method*
- Dr Josh Madden: tutor for *Scripture for RE and Catechesis*
- Dr John Murray: tutor for *Moral Formation* and *Moral Theology*

- Rev Marcus Holden: tutor for *Introduction to Apologetics* and *Controversial Issues in Modern Apologetics.*
- Dr Jeremy Pilch: tutor for *The Church, God and Salvation in Jesus Christ*
- Rev Stephen Morgan: tutor for *Liturgy and Sacraments*
- Dr Chris Wojtulewicz: tutor for *Psychology for Spiritual Formation*
- Mrs Deborah van Kroonenburg: tutor for *Examining the Spiritual Traditions of the Early Modern Church (16th-17th Century),* and *Love, Marriage and Family: a Psychological Perspective*
- Cyril Chilson: tutor for *Doctrine and Spirituality: Learning from the Fathers*
- Dr Eddie Howells: tutor for *Mind and Heart: Medieval Spirituality,* and *Learning from Monasticism*
- Dr Catherine Knowles: co-tutor in *Research Methods*
- Rev Dr Andrew Pinsent: tutor for *Philosophy, God and Science*
- Fr Francis Murphy: tutor for *The Historical Jesus and the Church*
- Patrick Martin: tutor for *Controversial Issues from Church History*
- Dr Christine Ward: tutor for *Catholic Sexual Ethics* and *Christian Anthropology: A Call to Love*
- Rev Dr Tom Norris: tutor for *Marriage and Sacred Scripture: a Covenant of Love*
- Fr Matthew Bemand-Qureshi: tutor for *Marriage as a Sacrament: Loving as God Loves*
- Robert McNamara: tutor for *Love and Fruitfulness: Marriage and Family in the Teaching of the Church*
- Dr James Carr: tutor for *The Contemporary Socio-Political Context of the Family*
- Janet Mellor*: dissertation supervisor*

Support Staff

Academic Registrar:	Mrs Rita Bannister (registry@maryvale.ac.uk)
Librarian:	Elizabeth Roberts (librarymanager@maryvale.ac.uk)
Examinations Secretary:	Sr. Maris Stella Igwe (regasst@maryvale.ac.uk)
Finance Manager:	Mr John Nolan (financemanager@maryvale.ac.uk)
Estates:	Mr Tom Stockwell (tom.stockwell@rc-birmingham.org)
General Office:	enquiries@maryvale.ac.uk/tel: 0121 360 8118
Accessibility Coordinator:	Ms Melissa Pearce (access@maryvale.ac.uk)
General Admin. Asst	Mrs Linda Beirne (enquiries@maryvale.ac.uk)

External Examiner: Rev Dr Richard Ounsworth O.P., Blackfriars, Oxford..

Structure and Content of the MA in Catholic Applied Theology

Choice of Pathway

Students on the MA in Catholic Applied Theology programme will choose to follow one of the following four Pathways. You will also become familiar with the titles of the modules and the order of their presentation on each Pathway:

1. MA in Catholic Applied Theology (Religious Education and Catechesis)
2. MA in Catholic Applied Theology (Spirituality)
3. MA in Catholic Applied Theology (Marriage and Family)
4. MA in Catholic Applied Theology (Apologetics)

Modules of Study for each Pathway

Once you have chosen your Pathway of study, you will find there are 8 modules of study for each Pathway. The details of the modules to be studied for each Pathway are given in Section Four of this Handbook. The module descriptors are set out in a separate document.

MA in Catholic Applied Theology Year 1

Academic Calendar 2022

Beginning 14th – 15th January	Induction and introduction to Module 1/ Research and Study Skills/ Module 1 begun *(with follow-up seminars on Zoom within a fortnight)*
7th March	Essay plan to be submitted for comment to module tutor (by email)
29th March	Module 1 Assignment due on Turnitin/Module 2 available on Moodle *(with follow-up seminars on Zoom within a fortnight)*
11th May	Module 1 Assignment returned (on Turnitin)
Beginning 27th - 28th May	Introduction to Module 3 and Research Methods Assignment *(with follow-up seminars on Zoom within a fortnight)*
7th June	Module 2 Assignment due/Module 3 begun
19th July	Module 2 Assignment returned
26th August	Draft Research Assignment (Annotated Bibliography) due by email
2nd September	Module 3 Assignment due
Beginning 2nd-3rd September	Introduction to Module 4 (*with follow-up seminars on Zoom within a fortnight)*
11th October	Module 3 Assignment returned
10th November	Module 4 Assignment due
30th November	Research Assignment due on Turnitin/Final date for submission of any late work (with agreement of Programme Director)
16th December	Module 4 Assignment returned
6th January 2023	Research Assignment returned

Students receive their Overall Year One result following the Exam Board which is held at the beginning of January 2023.

Academic assessment

The Higher Education Institute-Wide Policies and Regulations including those which deal with assessment, are available on the Maryvale website: ***https://www.maryvale.ac.uk/regulations-policies.html)***

Students are invited to consult these documents for a full account of procedure. Here we offer some key points. Any numbering in this section refers to these documents.

Regulation of Assessment

Assignments and dissertations are assessed initially by academic tutors, moderated by the Programme Director, Pathway Leaders, or other members of the Programme Team, marked again in cases of uncertainty or unusual variations in marking, and all work taken for assessment is available to the external examiner. All reports and marks are made available to the Assessment and Examinations Board, which is responsible for taking the final decision on unresolved cases. The Assessment and Examinations Board may, if it so wishes, require a student to attend for a *viva voce* examination. The Assessment and Examination Board for the MA is normally held twice a year: during the first week of September and the first fortnight of January.

Students are entitled to one resubmission of any assignment or dissertation receiving a failure grade. No more than a bare pass grade will be given for any piece of work which has had to be re-submitted because of failure. Coursework is monitored by the Programme Director and Pathway Leaders, and any students receiving consistently poor grades or failures are counselled at an early stage concerning their progress and the appropriateness or otherwise of remaining on the course. Provision for appeals is included in the Institute-wide regulations (section 8).

- The minimum pass mark for each piece of work is 50%
- On all pathways, in the Postgraduate Certificate and Postgraduate Diploma years, the four module assignments each constitute 25% of the year's total
- If a student exits with the Postgraduate Certificate they are awarded a Pass grade only
- If a student exits with the Postgraduate Diploma they are awarded a Pass grade only
- The final award grade for the Masters Degree is calculated thus: Year 1 (33.3%); Year 2 (33.3%); Year 3 (dissertation) = 33.3%
- Final results are given to students in the form of a grade (*Pass, Merit, Distinction*) and a percentage mark
- *Pass* is awarded for an average mark of 50% to 59%; *Merit* is awarded for an average mark of 60% to 69%. A *Distinction* is awarded for an average mark of 70%+

Criteria for marking of assignments and dissertations

The assessment criteria provided for students that tutors are asked to use in their assessment are common to all assessed work in Maryvale's OUVS-validated Master's courses. Assessment grades and comments are intended to provide useful feedback to students, offering them a detailed critique of the methodology, scope, execution and presentation of the work, thus enabling both staff and students to compare the results of work at different times and in different components of the course, and also to recognise and monitor their personal and academic achievement. The criteria cover several key areas of achievement relating to the overall intended learning outcomes of the Programme and the module aims and objectives. These criteria are:

Knowledge and Understanding

- Systematic knowledge and critical understanding of key concepts and ideas
- Critical awareness, demonstrated in handling complex issues systematically and creatively and selecting relevant information and evidence, including advanced scholarship, to inform judgements
- The ability to exercise initiative and autonomy in the formulation of proposals for research or fieldwork, handling methods of data collection and analysis
- Breadth and depth of reading

Application to Practical Situations

- Creative application of ideas and practice in personal, vocational or professional life
- Critical self-evaluation of learning and pastoral/educational practice

Intellectual and Methodological Skills

- Self-direction, initiative and the ability to exercise initiative and autonomy in the formulation of proposals for research or fieldwork, handling methods of data collection and analysis
- Originality in the conception, execution and presentation of the work
- Clarity of communication in argument and the systematic analysis of ideas
- Critical evaluation of research and methodologies
- Recognised standards of referencing and bibliography

These criteria are applied as follows in the awarding of grades by academic tutors.

Fail D (0-49%)

A fail grade implies an inability to deal with the topic in a sufficiently academic way; work at this level is typically characterised by features such as: (a) a response too brief to illustrate the set criteria adequately; (b) failure to focus on the relevant topic; (c) failure to provide evidence of having read enough of the recommended material; (d) inability to understand or analyse the material read; (e) serious errors and/or uncritical assertions; (f) where appropriate, very limited or unsuitable application to educational/pedagogical/pastoral settings; (g) failure to acknowledge major sources.

Pass C (C- 50-53%; C 54-56%; C+ 57-59%)

A pass grade implies the student has addressed the question with a satisfactory degree of directness, showing familiarity with the coursebook and associated materials, and a systematic knowledge and critical understanding of most of the main concepts. A convincing range of material must have been read, assimilated, and clearly and accurately referenced throughout. The student shows they have the ability to focus on the material in an academic way, exhibiting a convincing measure of objectivity and analytical ability and a satisfactory level of organisation and presentation. They should be able to trace some of the pastoral-educational implications of their work with some critical skill and creativity (where appropriate).

Pass with Merit B (60-69%) (B- 60-62%; B 63-66%; B+ 67-69%)
A B grade implies that the topic has been directly addressed with a marked degree of ability, employing a good range of reading, and exhibiting a high quality of presentation. There must be clear understanding of the nature and methods of the subject being studied, and a competence in marshalling complex ideas, arguments and evidence. The student must have personally integrated the material and organised it in a logical manner, analysing it with a good degree of critical skill. Where appropriate there will be systematic, critical and creative application to educational/pedagogical/pastoral settings.

Pass with Distinction A (70-80%) (A- 70-75%; A 76-80%)

A distinction grade implies that the topic has been addressed rigorously, economically and comprehensively, employing a wide and varied range of sources, and exhibiting a high quality of presentation. There must be a considerable understanding of the nature and methods of the subject being studied, and an ease in marshalling complex ideas, arguments and evidence. The student must have personally integrated the material to a considerable degree and organised it in a logical, systematic and interesting way, analysing it with a marked degree of critical skill. Where appropriate there will be illuminating application to educational/pedagogical/pastoral settings, informed by theological principles and theoretical perspectives. The work is characterised by a degree of originality of thought, interpretation and application and admits of ready translation into a publishable article on the topic.

Pass with Distinction A+ (81-100%)

In addition to the above, work at this level is characterised by *marked* originality and clear evidence that the student is able to think independently, creatively, systematically and strategically so as to begin to generate new knowledge. Where appropriate, application to educational/pedagogical/pastoral settings will be informed by a good range of key theological principles and theoretical perspectives. The work admits of ready translation into an article such as would satisfy peer review.

Regulations concerning the submission of work for assessment the Maryvale Assessment Policy:

4.3 Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

Policy on Late Assignments
(from Section 8 in Maryvale Assessment Policy available from website)

8.1 The importance of meeting deadlines for submitting assignments cannot be over-emphasised. The discipline of doing so is an essential part of all academic courses, and is a particularly important aspect of distance-learning degree programmes, in that the effort to meet deadlines assists the student in developing regular patterns of study.

8.2 It must also be said that once a student begins to miss deadlines and falls behind with work, it becomes increasingly difficult to do justice to the course; assignments are inevitably rushed and produced in a hurried fashion in the attempt to make up for lost time. Once one assignment is late, the next tends to be as well, and it is difficult to return to a steady pattern of study. Moreover, the learning which takes place on the degree programme is sequential and this feature is lost if a student is trying to write two

assignments more or less simultaneously in an attempt to catch up with work.

8.3 For these reasons, then, and also to ensure the smooth running and administration of the course, it is important that there are clear guidelines concerning assignment deadlines.

8.4 Students must do their utmost to submit all their work by the assignment deadlines. Failure to do so disrupts not only their own study patterns but also the workloads and working patterns of the Programme Team and Markers.

8.5 Course work shall not normally be accepted beyond the deadline set in any academic year. Permission to submit after the deadline may only be granted by the Programme Director for medical, compassionate or other serious reasons on the provision of corroborating evidence (eg. medical certificate) and on submission of assignment deadline extension request form available on the website.

8.7 Any extension of more than two-thirds of the time to the deadline for the next assignment shall not normally be granted without a revised timetable for that student's remaining assignments being agreed.

8.8 Work submitted late without permission being given shall incur the following penalties:

8.8.5 Submission within 6 working days: a 10% reduction for each working day late down to the 50% pass mark and no further.

8.8.6 Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

8.9 The Programme Director will contact any student who fails to submit an assignment. A student who fails to submit three consecutive assignments without explanation will be deemed to have withdrawn from the programme.

9 Assignments which exceed the word length

9.1 It is important that assignments which are submitted by students are of a standard length, both because of the importance of writing with clarity, precision and conciseness, and because of the need to ensure comparability in terms of student assessment.

9.2 The expected word length for assignments is specified in programme handbooks

9.3 Assignments should include a word count. Footnotes are not included in the word count unless they are discursive rather than referential. Bibliography and quote references are not included in the word count.

9.4 Assignments which exceed the word length by anything up to 10% are acceptable.

9.5 Assignments which exceed the word length by more than 10% must be agreed beforehand with the Programme Director. The Programme Director will agree to this only in certain circumstances – for example, where necessary appendices form part of the assignment; eg. Lesson plans or schemes of work or supporting empirical data in some MA material.

9.6 If a student submits work which exceeds the word length by more than 10% without prior permission being gained from the Programme Director, the academic tutor will deduct marks from the work in accordance with the following rubric: 1% deducted for every 100 words over the above limit (5500 words).

Submission of work by a student with disabilities

12.8 Students with SpLD or disabilities requiring additional support will be assessed in line with the arrangements agreed in their 'Learning Support Agreement'.

12.9 The Accessibility Co-ordinator will liaise with the student and the Examinations Secretary and present a proposal of reasonable adjustments concerning examinations to the Examinations Administration Committee, so that any changes to the original method of examinations agreed may be considered and so that the existing method may be monitored.

12.10 The Institute will assist the student within the framework of assessment as far as is possible, providing that any alterations to the standard method of examination are accepted by the Examinations Administration Committee.

The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

Failed assessments

11.11 No work which has passed can be re-submitted in order to improve a grade.

11.12 Every student has the right to re-submit failed work once. Further resubmissions in the case of students studying for credits and awards up to and including level 7, are at the discretion of the relevant Assessment and Examinations Board.

11.13 On re-submission the highest grade that can be achieved is 'PASS'.

Compensation

Compensation is a means of allowing marginal failure in a limited number of modules on the basis of an overall performance which is sufficient to merit the award of the qualification concerned.

Where a student fails a module, the following may apply in the first instance:

a) Resubmission (see 11.11-11.13 above) – a second attempt of an assessment component within a module, following failure at first attempt

b) Compensation (see 17.4 below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

17.4 Compensation for marginal failure

17.4.1 Unless otherwise stated in the approved programme specification, compensation will be applied at stage level and agreed during an examination board when the following conditions are met:

(a) No more than 20 credits whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme

(b) Compensation is not permitted for modules within awards of less than 120 credits in total

(c) Examination boards should assure themselves that learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification

(d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated

(e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved)

(f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved

(g) No compensation shall be permitted for any core project/dissertation/capstone module, as defined in the programme specification

(h) A student who receives a compensated pass in a module shall be awarded the credit for the module.

Compensation on the MA in *Catholic Applied Theology*

Applying Regulation 17.4 from the OU Regulations to the MA in *Catholic Applied Theology*, the modules which qualify as compensatable are as follows:

Marriage and Family Pathway

Module Five: Love and Fruitfulness: Marriage and Family in the Teachings of the Church
Module Six: The Contemporary Socio-Political Context of the Family.

Apologetics Pathway

Module Five: Catholic Sexual Ethics
Module Six: Controversial Issues from Church History
Module Seven: Controversial Issues in Modern Apologetics

RE and Catechesis Pathway

Module Five: The Church

Module Six: Liturgy and Sacraments OR Prayer and the Spiritual Life
Module Seven: Moral Formation

Spirituality Pathway

Module Five: Psychology for Spiritual Formation
Module Six: Mind and Heart: Medieval Spirituality OR Examining the Spiritual Traditions of the Early Modern Church (16th – 17th centuries)
Module Seven: Catholicism and Contemporary Currents of Spirituality

Breaks from Study and Withdrawal

1.	The nature of part time study is that it needs to fit around other life obligations, such as work and family. The Institute recognises that students may, at times, struggle to keep up with their studies, in such cases a student may request an intercalation or study break (see definitions below) for reasons of ill health or other extenuating circumstances. *[See Section 3.3 in the Institute-Wide Policies, Regulations and Guidelines for Students 2018-19 for definitions and further details]*
2	Under normal circumstances requests for intercalation or a study break must be submitted in writing and approved by the Programme Director and will only be considered for medical, compassionate or other serious reasons on the provision of corroborating evidence (eg. medical certificate).

Academic Appeals and Complaints

Details on the Institutes procedures concerning academic appeals and complaints can be found on the Handbooks and Regulations section of the Institute website (navigate to the 'Current students' tab and select 'Regulations and Policies' from the drop-down menu). The distinction between an appeal and a complaint is clearly set out, as are instructions on how to make an appeal or register a formal complaint, along with an outline of the process.

Use of English

There must also be an adequate level of English grammar, spelling, and punctuation, with the author adhering to relevant instructions concerning length, referencing and deadlines.

All higher education programmes offered by Maryvale Institute are written, delivered and assessed exclusively in English. On application the Institute requires evidence of proficiency in written and spoken English; the evidence of proficiency required for entry into courses is as follows:

- International English Language Testing System (IELTS): Minimum average of 6.5 overall, with no sub-test below 6.0.
- Michigan Test of English Language Proficiency (MTELP): Minimum equated score of 90.
- Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 550, computer-based total of 213, or Internet-based total of 79.
- Cambridge Certificate in Advanced English (CAE): Minimum grade of B.
- Cambridge Certificate of Proficiency in English (CPE): Minimum grade of C.

2. Students who cannot demonstrate proficiency in English to the satisfaction of the Institute are required to take a short written examination

which tests reading level and understanding, and facility in written English. This is designed, provided and assessed by the Institute. Dictionaries are allowed for the purposes of the exam.

3. As a standard procedure, all students for whom English is not their first language are identified at the relevant Assessment and Examinations Board.

4. Students who are deemed not to have passed may retake the exam, having demonstrated that they have undergone further instruction in English. Students who demonstrate a minimal level of proficiency may be accepted onto the course at the discretion of the Institute provided they give clear evidence of their plans for further improving their English.

References and Transcripts

In accordance with the Quality Assurance Agency Quality Code Maryvale Institute provides all students reaching an award level with a transcript as a record of studies and achievements. This is a legal document and, as such, should be filed safely; you may be asked to produce this document as proof of study should you wish to continue your studies elsewhere. In the case of loss or damage to your transcript, replacements are available on request at a cost of £10.

Part Three: Library and Learning Resources

Location

The Drinkwater Library is on the first floor, above the lecture halls, with lift access available.

Temporary changes for 2021-22 academic year

Because of the ongoing health emergency, the ways in which students are able to access resources through the Library have had to change. The Drinkwater Library is now open to students on weekdays, strictly by appointment with the Librarian. However, resource queries will continue to be answered using electronic resources wherever possible.

Students' first port of call should be the Library's Moodle page. This is where you can find links to ejournal and ebook databases, the library catalogue and other useful information. It may also be possible to supply scans of book chapters or journal articles from printed material on request (within copyright restrictions). Scanning requests should be emailed to librarymanager@maryvale.ac.uk and will be actioned as soon as possible, bearing in mind that staff are not on-site every day.

What is available

The Institute Library holds approx. 20,000 items, covering a wide range of materials: monographs, dissertations, hard copy and online periodicals as well as encyclopaedias. Many of the books are available for loan, with the agreement of the library staff, seven books being the usual limit at any one time. Items of high demand are kept in the Librarian's Office for reference purposes only. Links to the Library's catalogues can be found on the Library's Moodle page.

In the Library there are four computer workstations with internet access available for student use, along with a black and white printer and a scanner. A wireless internet connection is also available for users' own laptops. The librarian provides ICT support, including help with search techniques, during office hours. There is also a photocopier available in the library for student use in return for a small payment per photocopied sheet, as indicated alongside the equipment.

Electronic Resources

Maryvale subscribes to the *EBSCO* and *JSTOR* online databases and the *Cambridge Companions* series of ebooks, all of which can be accessed through Moodle.

EBSCO's Religion and Philosophy Collection gives access to over 200 full text scholarly periodicals, as well as article abstracts and book reviews. Examples of titles included are *Catholic Biblical Quarterly, Church History* and *International Journal for the Psychology of Religion.*

EBSCO also provides full-text access to the *EBSCO Open Access E-Book Collection*, which has been created in collaboration with university presses and scholarly open access publishers, plus some additional ebooks which have been purchased for the library.

JSTOR's Religion and Theology Collection contains a full-text archive of journals which covers the history and philosophy of religious thought spanning traditions, periods, and critical approaches.

Cambridge Companions are a series of authoritative guides, written by leading experts, offering lively, accessible introductions to major writers, artists, philosophers, topics and periods. There are over 200 ebooks available in the *Companions to Philosophy and Religion* series, including introductions to topics such as the Hebrew Bible, the *Summa Theologiae* and the history of the Cistercian order.

The links on Moodle will log you in without requiring an additional username or password. Please contact the Librarian if you experience any problems with these: librarymanager@maryvale.ac.uk

The Librarian also maintains a list of useful web resources on Moodle.

Books

All areas of theology are covered including, catechesis, evangelisation, philosophy of religion, Scripture, doctrine, moral theology, liturgy and Church history. There are approximately 400 books on faiths other than Christianity and there are also books on philosophy, psychology and child development and research methods.

Reference books: There is an extensive collection of reference works, including general and specialist encyclopaedias and dictionaries, which are extremely helpful, not only to discover the meanings of obscure terms, but also to familiarise yourself quickly with a subject, or begin work on an assignment. The articles which they contain are often followed by useful bibliographies which may lead you to more detailed information.

***Church Documents*:** The documents of Vatican II, of the Congregation for the Doctrine of the Faith, Bishops' reports and the papal encyclicals, arranged according to author, are stored in red boxes in the library.

Faith and Fact books: Published by Burns & Oates, this series of 150 short and clearly written books covers many areas of knowledge discussed in the light of Catholic teaching.

Drinkwater Collection: Canon Francis Drinkwater was a leading catechist in the Midlands, and the originator of the periodical, *The Sower*. A collection of his work is in a glass-fronted case next to the Library Office.

Journals

Maryvale's subscriptions to print journals are housed in the library. Theology, education, religious education and catechetics are covered. For some journals, online access is also available. A listing of all journal titles with links to the online version (where applicable) is on the library pages in Moodle. See also the section on Electronic Resources above.

Referencing

The Library uses the 18th edition of the Dewey classification so the majority of titles are in the 200 class for Religion or the 100 class for Philosophy. The cataloguing has sufficient detail to compose citations for "Harvard" or other bibliographical styles. The *Access-it* library catalogue, *EBSCO* and *JSTOR* databases also allow for references to be generated automatically.

Other Resources

Maryvale Institute is a founder member of ABTAPL (the Association of British [and Irish] Theological And Philosophical Libraries), the highly successful arrangement between theological colleges and specialised department libraries for Inter Library Loans (ILLs) or copying services. Charges may be made for ILLs, dependent on the donor library; Library staff will advise.

Other Libraries

It is recommended that you find a suitable library in your area and learn what facilities it offers. Academic libraries may allow you to use their stock for research and private study, although an increasing number will charge for regular use of their resources. Some will allow you to borrow books on payment of an annual fee. Before travelling to a library, don't forget to check its access policy, which will probably appear on its website.

If you gained your first degree from a UK university, you are strongly recommended to investigate their services for alumni. Many UK university libraries offer preferential access to their alumni, which may include borrowing rights and/or access to online resources.

St Mary's College, Oscott (the seminary in Birmingham) permits Maryvale students to use their library by appointment and for reference access only. Students wishing to visit Oscott Library are requested to contact the Maryvale Librarian first, who will make the necessary arrangements. Students wishing to access other college libraries are strongly advised to take their Maryvale ID cards with them to confirm that they are bona fide students of a UK college.

If you are able to travel to London, you may find it useful to apply for a British Library Reader Pass, which will enable you to carry out research in the reading rooms and access online collections while there https://www.bl.uk/help/how-to-get-a-reader-pass

Policy for use of the Library

1. The main purpose of the Institute Library is to support its students and staff in their studies and research. The Library staff are available to help students and staff to maximise their use of the Library resources.

2. Maryvale Library also provides a resource for the diocese. External users wishing to access the library must contact the Librarian in advance to make an appointment. Library facilities for external users are offered on a reference only basis and do not include access to its electronic resources.

3. Students using the Library are expected to respect the right of other Library users to work in peace, without disturbance or interruption. Anyone found to be creating a disturbance will be asked to leave the Library. A report of the incident will be submitted to the Academic Registrar and the student may be subject to disciplinary proceedings.

4. Students are also expected to respect Copyright laws and to follow the instructions of the Library staff when using materials obtained for them, particularly those from other libraries or other outside sources.

5. There are charges associated with obtaining books and materials from outside sources. These charges must be settled by the student on the receipt of the resources.

6. Maryvale Library is primarily a reading library however, where stocks allow, students may borrow books with the agreement of the Library staff. Up to seven books may be borrowed at any one time; on the condition that these are returned on the student's next visit to the Institute (ie. the next study day or residential). Holding on to books for an extended period denies other students access to important and useful resources; therefore failure to return loaned books in a timely manner will result in restrictions being placed on future lending.

7. All outstanding books and materials must be returned before graduation from a programme. Failure to do so may result in the graduate being charged for the cost of replacement(s).

8. A bank of computers and computer points are available in the Library for student use. When making use of these resources students are expected to abide by the general Institute regulations and policies for internet usage.

9. The Library also makes available a photocopier for student use, with the agreement of the Library staff. There will be a small fee per copy sheet to cover the cost of paper and toner; all such fees must be settled immediately.

Part Four: Programme and Pathway Specification 2021

Educational aims and objectives
The MA in Catholic Applied Theology aims to: - Enable students to engage in an informed, systematic and critical manner with Catholic theology, philosophy and the human sciences - Equip students to exercise responsibility and independence in their studies and research and to be able to apply the fruits of these critically and creatively

Programme structure and learning outcomes

Programme Structure - LEVEL 7					
Compulsory modules	**Credit points**	**Pathway modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Christian Anthropology	15	As per your chosen pathway	45	No	N/A

Exit award possible on successful completion of half of the taught elements: Postgraduate Certificate in Catholic Applied Theology (Pathway X). Minimum points required 60

Programme Structure - LEVEL 7					
Compulsory modules	**Credit points**	**Pathway modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
As above Research Methods	15 15	As above As per your chosen pathway	45 45	No	N/A

Exit award possible on successful completion of all taught elements: Postgraduate Diploma in Catholic Applied Theology (Pathway X). Minimum points required 120

Programme Structure - LEVEL 7					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
As above Dissertation	30 60	As above	90	No	N/A

Exit award on successful completion of all taught elements and the dissertation: Master of Arts in Catholic Applied Theology (Pathway X). Minimum points required 180

Intended learning outcomes at Level 7 are listed below:

A student who successfully completes this pathway will be able to:

Learning Outcomes – LEVEL 7	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Show a critical understanding of the anthropological, philosophical and Christological foundations of Catholic applied theology	Course materials, tutorials, lecture input, written assignments, independent research
A2 Demonstrate a critical awareness of the implications of these foundations for the aims, nature and methods appropriate to engaging in one of the pathways of the programme	Personal study, practical exercises, completion of assessment tasks

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Critically analyse, compare and evaluate diverse conceptual frameworks/ arguments in the light of the principles underlying applied theological studies	Class discussions, tutorials, research proposal
B2 Evaluate and apply research methods suited to theoretical and practical aspects of applied theological study	Presentations, research proposal leading to full dissertation

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Understand, critically evaluate and formulate arguments relevant to the application of the Catholic Christian tradition to practical ministries	Seminars, applied element of written assignments
C2 Evaluate their own presuppositions/ practices in the light of knowledge of applied theology	Seminars, practical exercises, applied element of written assignments

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Exercise autonomy, initiative and personal responsibility in study and research, maintaining personal effectiveness over a long period of time	Personal planning, punctuality, self management in group contexts, assignment/research completion
D2 Communicate complex and nuanced concepts effectively and clearly, targeting a variety of audiences	Case studies, class interaction, reflection on professional responsibilities and approaches

Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular pathway learning outcomes.

		Programme Outcomes							
Level	**Module/Unit**	**A1**	**A2**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**
7	Christian Anthropology	✓	✓	✓		✓	✓	✓	✓
	Research Methods			✓	✓			✓	✓

Pathway specification – Marriage and Family

Educational aims and objectives
The Pathway in Marriage and Family aims to: - Enable students to engage in an informed, systematic and critical manner with Catholic theology, philosophy and the human sciences - Equip students to exercise responsibility and independence in their studies and research and to able to apply the fruits of these critically and creatively. - Enable students to explore the theological, psychological, physical and social dimensions of marriage and family life.

Pathway Structure and Outcomes

Structure - LEVEL 7 Year One			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Marriage in Sacred Scripture Christian Anthropology Living in Christ: An Introduction to Fundamental Moral Theology The Sacrament of Marriage: 'Loving as God Loves'.	15 15 15 15		

Exit award on successful completion of Year One: Post-graduate Certificate (minimum credits required 60)

Structure - LEVEL 7 Year Two			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Love and Fruitfulness: Marriage and Family in the Teaching of the Church The Contemporary Socio-Political Context of the Family Love, Marriage and Family: A Psychological Perspective Research Methods	15 15 15 15		

Exit award on successful completion of Year Two: Post-graduate Diploma (minimum credits required 120)

Structure - LEVEL 7 Year Three			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Dissertation in the area of Marriage and Family (20,000 words)	60		

Award on successful completion of Year Three: Master of Arts (minimum credits required 180)

Intended learning outcomes at Level 7 are listed below:

A student who successfully completes this pathway will be able to:

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Explain the relation between Catholic understandings of the human person and various forms of vocation	Course materials, tutorials, lecture input
A2 Exhibit systematic knowledge and critical understanding of the biblical, sacramental/ecclesial, moral and cultural dimensions of married and family life	Personal study, practical exercises, completion of assessment tasks

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Evaluate the contribution of psychology to an understanding of the dynamics of marriage relations and family life	Class discussions, tutorials, presentations
B2 Critically engage with the contemporary socio-political context of marriage and family	Personal research and reading

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Apply moral principles systematically in order to formulate responses to moral questions such as those relating to love and sexual ethics	Practical exercises, online sessions
C2 Critically and creatively use psychological understanding to formulate practical methods for engagment with problematic situations in family life	Case studies

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Exercise autonomy, initiative and personal responsibility in study and research, maintaining personal effectiveness over a long period of time	Personal planning, punctuality, self management in group contexts, assignment/research completion
D2 Communicate complex and nuanced concepts effectively and clearly, targeting a variety of audiences	Case studies, class interaction, reflection on professional responsibilities and approaches

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular pathway learning outcomes.

Marriage and Family Pathway		Pathway Outcomes							
Level	**Module/Unit**	**A1**	**A2**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**
7	Marriage in Scripture		x		x			x	x
	Christian Anthropology (programme level)								
	Moral Theology		x		x	x		x	x
	Marriage as sacrament and state of life	x	x		x	x	x	x	x
	Marriage and family in the teaching of the church	x	x		x	x		x	x
	Psychological Perspectives on the couple and family	x		x	x		x	x	x
	Contemporary socio-political context and the family		x		x			x	x
	Research Methods (programme level) Dissertation								

Pathway specification - Apologetics

Educational aims and objectives
The Pathway in Apologetics aims to: - Enable students to engage in an informed, systematic and critical manner with Catholic theology, philosophy and the human sciences - Equip students to exercise responsibility and independence in their studies and research and to be able to apply the fruits of these critically and creatively. - Equip students with the ability to defend the Catholic tradition in cultural contexts in a sophisticated and appropriate manner.

Pathway Structure and Outcomes

Structure - LEVEL 7 Year One			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Introduction to Apologetics Christian Anthropology Philosophy, God and Science The Historical Jesus and the Church	15 15 15 15		

Exit award available upon successful completion of Year One: Post-graduate Certificate (minimum credits required 60)

Structure - LEVEL 7 Year Two			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Catholic Sexual Ethics Controversial Issues from Church History Controversial Issues in Modern Apologetics Research Methods	15 15 15 15		

Exit award available upon successful completion of Year Two: Post-graduate Diploma (minimum credits required 120)

Structure - LEVEL 7 Year Three			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Dissertation in the area of apologetics (20,000 words)	60		

Award available on successful completion of Year Three: Master of Arts Degree (minimum credits required 180)

Intended learning outcomes at Level 7 are listed below:

A student who successfully completes this pathway will be able to:

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Understand the knowledge base in biblical studies and theological tradition on which Catholic views are founded	Lectures, course materials, seminars, written assignments
A2 Engage in a critical manner with the Christological foundations of Catholic understanding and apply the fruits of this analysis to questions of the human person and wider moral issues	Lectures, course materials, tutorials, case studies

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Demonstrate an ability to construct intellectually viable arguments in defence of Catholic beliefs	Seminars, tutorials, practical exercises, essays
B2 Respond at depth to debates concerning religion, materialism and atheism	Written assignments, oral presentation and questioning (via Skype)

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Respond creatively to a range of philosophical and cultural challenges to the intellectual foundations of Catholic thought	Seminars, tutorials, practical exercises, case studies
C2 Develop a set of nuanced responses to questions raised on the matter of belief across a range of audiences and dialogue partners	Seminars, written assignment

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Exercise autonomy, initiative and personal responsibility in study and research, maintaining personal effectiveness over a long period of time	Personal planning, punctuality, self management in group contexts, assignment/research completion
D2 Communicate complex and nuanced concepts effectively and clearly, targeting a variety of audiences	Case studies, class interaction, reflection on professional responsibilities and approaches

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular pathway learning outcomes.

Apologetics Pathway		Programme Outcomes							
Level	**Module/Unit**	**A1**	**A2**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**
7	Introduction to Apologetics	x		x	x			x	x
	Christian Anthropology (programme level)								
	Philosophy, God and Science			x	x	x	x	x	x
	The Historical Jesus and the Church	x	x	x	x	x		x	x
	Catholic Sexual Ethics		x	x		x	x	x	x
	Controversies from Church History			x		x	x	x	x
	Controversies in Modern Apologetics	x		x	x	x	x	x	x
	Research Methods (programme level) Dissertation								

Pathway specification – Spirituality

Educational aims and objectives

The Pathway in Spirituality aims to:

- Enable students to engage in an informed, systematic and critical manner with Catholic theology, philosophy and the human sciences
- Equip students to exercise responsibility and independence in their studies and research and to able to apply the fruits of these critically and creatively.
- Foster critical understanding of the relationship between spiritual theology and Catholic traditions of worship and prayer.

Pathway Structure and Outcomes

Structure - LEVEL 7 Year One

Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
God and Salvation in Jesus Christ	15	Doctrine and Spirituality: Learning from the Fathers	15
Christian Anthropology	15	Learning from Monasticism	15
Prayer and the Spiritual Life	15	(one to be taken)	

Exit award on successful completion of year one: Post-graduate Certificate (minimum credits required 60)

Structure - LEVEL 7 Year Two

Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Psychology for Spiritual Formation	15	Mind and Heart: Medieval Spirituality	15
Catholicism and Contemporary Currents of Spirituality	15	Examining the Spiritual Traditions of the Early	15
Research Methods	15	Modern Church (16th- 17th centuries) (one to be taken)	

Exit award on successful completion of Year Two: Post-graduate Diploma (minimum credits required 120)

Structure - LEVEL 7 Year Three			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Dissertation in Spirituality topic (20,000 words)	60		

Award on successful completion of Year Three: Master of Arts (minimum credits required 180)

Intended learning outcomes at Level 7 are listed below:

A student who successfully completes this pathway will be able to:

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Detailed knowledge of the Catholic understanding of the nature and end of the human person	Coursebook, lectures, independent research, written assignment
A2 A critical understanding of the history of spirituality within the Catholic tradition	Course materials, lectures, further reading, essays

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically analyse the philosophical and theological underpinnings of spirituality	Independent reading, seminars, presentations, applied dimension of assignments
B2 Explain the complex relationship between anthropology, prayer and worship as component aspects of spiritual development	Seminars, course materials, essays

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Apply appropriately knowledge of spiritual tradition to spiritual formation	Seminars, tutorials, applied aspect of written assignments
C2 Formulate creative methods of engaging the Catholic tradition of spirituality with contemporary searches for transcendent meaning	Independent reading, seminars, applied dimension of written assignments

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Exercise autonomy, initiative and personal responsibility in study and research, maintaining personal effectiveness over a long period of time	Personal planning, punctuality, self management in group contexts, assignment/research completion
D2 Communicate complex and nuanced concepts effectively and clearly, targeting a variety of audiences	Case studies, class interaction, reflection on professional responsibilities and approaches

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular pathway learning outcomes.

Spirituality Pathway		Programme Outcomes							
Level	**Module/Unit**	**A1**	**A2**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**
7	Christian anthropology (programme level)								
	God and Salvation in Jesus Christ	x			x		x	x	x
	Prayer and the Spiritual Life	x	x	x	x	x	x	x	x
	Learning from the Fathers	x	x	x	x	x	x	x	x
	Learning from Monasticism		x		x	x	x	x	x
	Psychology for Spiritual Formation	x			x			x	x
	Mind and Heart: Medieval Spirituality		x			x	x	x	x
	Spiritual traditions of the Early Modern Church		x			x	x	x	x
	Catholicism and Contemporary Currents of Spirituality		x	x	x	x	x	x	x
	Research Methods (programme level) Dissertation								

Pathway specification – RE and Catechesis

Educational aims and objectives
The Pathway in RE and Catechesis aims to: - Enable students to engage in an informed, systematic and critical manner with Catholic theology, philosophy and the human sciences - Equip students to exercise responsibility and independence in their studies and research and to able to apply the fruits of these critically and creatively. - Equip students with regard to the principles of Catholic education and Catechesis.

Programme Structure and Outcomes

Programme Structure - LEVEL 7 Year One			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
God and Salvation in Jesus Christ Christian Anthropology Scripture for RE and Catechesis	15 15 15	Catechesis: nature, purpose and method The Foundations of Catholic Religious Education (one to be taken)	15 15

Exit award on successful completion of Year One: Post-graduate Certificate (minimum credits required 60)

Programme Structure - LEVEL 7 Year Two			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
The Church Moral Formation Research Methods	15 15 15	Liturgy and Sacraments Prayer and the Spiritual Life (one to be taken)	15 15

Exit award on successful completion of Year Two: Post-graduate Diploma (minimum credits required 120)

Programme Structure - LEVEL 7 Year Three			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Dissertation in area of RE and Catechesis (20,000 words)	60		

Award on successful completion of Year Three: Master of Arts (minimum credits required 180)

Intended learning outcomes at Level 7 are listed below:

A student who successfully completes this pathway will be able to:

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Understand the scope of Catholic education and catechesis and their engagement with the nature and end of the human person	Lecture input, group textual analysis, coursebook, written assignments
A2 Explain the central doctrines of Catholicism and their interelationships; how these underpin and inform Catholic faith and life	Lectures, seminars, coursebooks, written assignments

3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Explain systematically how Catholic teaching with regard to the human person, the Church, morality and the spiritual life informs our understanding of the purpose and nature of catechesis and/or religious education	Lectures, seminars, course materials, applied dimension of written assignments
B2 Discuss critically the relation between theory and praxis in religious education/catechesis	Seminars, tutorials, applied dimension of written assignments
3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Reflect critically on a range of educational/catechetical principles in the light of Catholic theology	Independent research, seminars, case studies, applied element in essays
C2 Critically evaluate their own and others' pedagogical methods and develop their educational/catechetical methods in light of this analysis	Practical dimension of written assignments

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Exercise autonomy initiative and personal responsibility in study and research, maintaining personal effectiveness over a long period of time	Personal planning, punctuality, self management in group contexts, assignment/research completion
D2 Communicate complex and nuanced concepts effectively and clearly, targeting a variety of audiences	Case studies, class interaction, reflection on professional responsibilities and approaches

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular pathway learning outcomes.

RE and Catechesis Pathway		Programme Outcomes							
Level	**Module/Unit**	**A1**	**A2**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**
7	Catechesis, nature, purpose, method	x	x	x	x	x	x	x	x
	Foundations of Catholic RE	x	x	x	x	x	x	x	x
	God and Salvation in Jesus Christ	x	x	x		x	x	x	x
	Christian anthropology (programme level)								
	Scripture for RE and Catechesis	x	x		x		x	x	x
	The Church	x	x	x		x	x	x	x
	Liturgy and Sacraments		x	x				x	x
	Prayer and the Spiritual Life		x	x	x			x	x
	Moral Formation	x	x	x	x	x	x	x	x
	Research Methods (programme level) Dissertation								