

Maryvale Institute



MA in Catholic Applied Theology

Student Handbook

2020

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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, residential weekends, 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 Stephen Yates
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, spiritual association residential sessions 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 morning at 7.30. 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.

Health and Safety

Please consult the specialist booklet available in each accommodation room. The supervising Warden addresses each student group with regard to health and safety issues for example, fire regulation, evacuation of the building and so on.

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 residential weekends when a priest chaplain is frequently in attendance. 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.

Student facilities

Maryvale students enjoy the hospitality provided by the Bridgettine Sisters who prepare the accommodation rooms, provide meals and refreshments as part of the student experience particularly during the residential weekends. During their free time, students can make use of the kitchen facilities available for hot and cold drinks and snacks. In the evening, bar facilities are available in the student lounge.

The library is freely accessed and offers the support of librarian staff as well as a computer cluster with internet access throughout the building. Throughout their time at Maryvale, students have a central locus of support for student services and facilities through the Warden's Office. The General Office and Bookshop are readily accessible with staff able to offer practical help and respond to any queries.

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 residential period 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 residential 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.

The Friends of Maryvale

The Friends of Maryvale is an organisation for anyone wishing to endorse Maryvale's mission. Students, pilgrims, local residents, associates, alumni and volunteers are 'natural' friends but the more structured forum of The Friends has now been set up for all those wanting to stay in touch with each other and with Maryvale. Application forms are available from the main office.

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 Information¹

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 residential schools 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 attend the required residentials. If for medical, compassionate or other serious reasons you are unable to attend a particular residential, 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 residential schools 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

Programme Director: Dr Stephen Yates is normally available at the Institute from Monday morning until Friday afternoon and can be contacted by telephone (0121 360 8118 ext. 144) or email (ma@maryvale.ac.uk)

Pathway Leaders:

Dr Stephen Yates	Pathway Director, <i>RE and Catechesis</i>
Miss Mary Killeen	Pathway Leader, <i>Marriage and Family</i> (marriageandfamily@maryvale.ac.uk)
Dr Keith Chappell	Pathway Leader, <i>Apologetics</i> (apologetics@maryvale.ac.uk)
Dr Jacob Phillips	Pathway Leader, <i>Faith and Culture</i> (faithandculture@maryvale.ac.uk)
Professor John Loughlin	Pathway Leader, <i>Spirituality</i> (spirituality@maryvale.ac.uk)

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), by telephone (0330 6700 408 – please note calls are routed through a voice-to-text operator. If calling from overseas please contact the General Office on 0121 360 8118 and ask to be transferred); by Skype or by writing to Academic Administrator – Postgraduate, Maryvale Institute, Maryvale House, Old Oscott Hill, Kingstanding, Birmingham B44 9AG. England.

The tutors and mentors are:

The key staff consists of a Programme Director, Pathway Leaders and Tutors. In addition, there is a core team of Maryvale Staff who support the Programme Director.

The Programme Director is Dr Stephen Yates. Dr Yates is also Pathway Leader for *Religious Education and Catechesis* and tutor for the modules *Christian Anthropology*, *Foundations of Catholic Religious Education*, *Research Methods*, and *Prayer and the Spiritual Life*.

The Core Team members are:

- Miss Mary Killeen: Pathway Leader for *Marriage and Family* and tutor in *Christian Anthropology*
- Dr Keith Chappell: Pathway Leader for *Apologetics* and tutor for *Catholic Social Thought* and *Catholicism and Contemporary Currents of Spirituality*
- Dr Jacob Philips: Pathway Leader for *Faith and Culture* and tutor for *Evangelising Culture*
- Prof John Loughlin: Pathway Leader for *Spirituality* and tutor for *Learning from Monasticism* and *Human Dignity: Foundation of Western Culture/Civilisation*
- Ms Melissa Pearce: Academic Administrator – Postgraduate

The academic tutors are:

- Rev Dr Guy Nicholls: tutor for *God and Salvation in Jesus Christ* and *Liturgy and Sacraments*
- Dr Birute Briliute: tutor for *Catechesis: Purpose, Nature, Method*
- Mrs Ausra Cane: lecturer for *Catechesis: Purpose, Nature, Method*
- Rev Dr John Udris: tutor for *Prayer and the Spiritual Life*
- Rev Dr Robert Letellier: tutor in *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*
- Dr Chris Wojtulewicz: tutor for *Psychology for Spiritual Formation*
- 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 Louise Nelstrop: tutor for *Mind and Heart: Medieval Spirituality*
- Dr Catherine Knowles: co-tutor in *Research Methods*
- Rev Dr Andrew Pinsent: tutor for *Philosophy, God and Science*
- Dr Robin Plant: 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*
- Rev. Dr Thomas 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*
- Mrs Elizabeth Holmes: tutor for *The Contemporary Socio-Political Context of the Family*
- Rev Dr Stephen Morgan: *dissertation supervisor*
- Janet Mellor: *dissertation supervisor*
- Dr William Newton: *dissertation supervisor*
- Sr Hyacinthe Defos du Rau: *dissertation supervisor*
- Professor Edward Hulmes: *dissertation supervisor*
- Dr Andrew Morris: *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 Controller:	Geraldine O'Reilly (finance@maryvale.ac.uk)
Estates:	Anthony Jones (estates@maryvale.ac.uk)
General Office:	enquiries@maryvale.ac.uk/tel: 0121 360 8118
Accessibility Coordinator:	Ms Melissa Pearce (access@maryvale.ac.uk)
Programmes Admin. Asst	Mrs Viktoria Meszaros (headadmin@maryvale.ac.uk)

External Examiner: Rev Dr John O'Connor O.P., Edinburgh University.

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 five 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 (Faith and Culture)
2. MA in Catholic Applied Theology (Religious Education and Catechesis)
3. MA in Catholic Applied Theology (Spirituality)
4. MA in Catholic Applied Theology (Marriage and Family)
5. 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 2019

<u>18th – 20th January</u>	Residential Weekend One Induction and introduction to Module 1/ Research and Study Skills/ Module 1 begun
10 th March	Essay plan to be submitted for comment to module tutor
1 st April	Module 1 Assignment due/Module 2 begun
8 th – 12 th April	MA study week (optional)
14 th May	Module 1 Assignment returned
<u>24th – 26th May</u>	Residential Weekend Two Introduction to Module 3/Study Skills/Research Methods I/ Research Assignment Started
10 th June	Module 2 Assignment due/Module 3 begun
22 nd July	Module 2 Assignment returned
29 th August	Draft Research Assignment due
2 nd September	Module 3 Assignment due/Module 4 begun
<u>13th – 15th September</u>	Residential Weekend Three Introduction to Module 4/Feedback on Draft Research Assignment
14 th October	Module 3 Assignment returned
11 th November	Module 4 Assignment due
30 th November	Research Assignment due/Final date for submission of any late work (with agreement of Programme Director)
20 th December	Module 4 Assignment returned
7 th January 2020	Research Assignment returned

Students receive their Overall Year One result following the Exam Board which is held at the beginning of January 2020.

Academic assessment

The Higher Education Institute-Wide Policies, Regulations and Guidelines for Students 2018-2019 which deals with assessment, is available on the Maryvale website.

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

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 may be awarded a grade of Pass, Merit or Distinction. This grade is calculated from the average mark across the work of both Years 1 and 2
- *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%+
- 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

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 (from OU/Maryvale regulations 2018-19)

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

Policy on Late Assignments (from Section 5.10 in OU/Maryvale Regulations 2018-19)

- 5.11.1 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.
- 5.11.2 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.

- 5.11.3 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.
- 5.11.4 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.
- 5.11.5 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.
- 5.11.7 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.
- 5.11.8 Work submitted late without permission being given shall incur the following penalties:
 - 5.10.8.5 Submission within 6 working days: a 10% reduction for each working day late down to the 50% pass mark and no further.
 - 5.10.8.6 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.
 - 5.10.9 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.

5.11 Assignments which exceed the word length

- 5.11.1 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.
- 5.11.2 The expected word length for assignments is specified in programme handbooks
- 5.11.3 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.
- 5.11.4 Assignments which exceed the word length by anything up to 10% are acceptable.
- 5.11.5 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.

- 5.11.6 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

- 5.14.19 Students with SpLD or disabilities requiring additional support will be assessed in line with the arrangements agreed in their 'Learning Support Agreement'.
- 5.14.20 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.
- 5.14.21 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.

Failed assessments

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| <p>5.13.13 No work which has passed can be re-submitted in order to improve a grade.</p> <p>5.13.14 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.</p> <p>5.13.15 On re-submission the highest grade that can be achieved is 'PASS'.</p> |
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Interruption of studies

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| <p>3.3.1 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. <i>[See Section 3.3 in the Institute-Wide Policies, Regulations and Guidelines for Students 2018-19 for definitions and further details]</i></p> <p>3.3.2. 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).</p> |
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Academic Appeals and Complaints

Details on the Institutes procedures concerning academic appeals and complaints can be found in section 8 of the Institute Regulations. 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 Library is on the first floor, above the lecture halls, with lift access available.

Opening times

The Library is usually open throughout weekend residential and study days. It may not be staffed during the week so, if you wish to visit during the week, please contact the Library staff prior to your visit to make access arrangements: library@maryvale.ac.uk

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. Note that the cataloguing is simplified, with sufficient detail to compose citations for "Harvard" or other bibliographical styles. Later catalogue entries include standard Catholic subject headings based on the International Library of Congress Subject Headings.

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 Librarians' Office for reference purposes only.

The Library's online catalogues are sub-divided into **past dissertations** (to search exclusively for previous students' dissertations and theses), the **abstracts catalogue** (for historic searches in some of our periodicals) and a **conventional library catalogue** (often known as an OPAC) for everything else. The LIBRARY CATALOGUE can be searched under two entries simultaneously, usually "Title" and "Author", to limit or refine the responses. Title entries disclose if the book is currently out on loan. Books not available for loan are identified by a star [*] at the end of the entry. Some titles also indicate if the particular item is on a reading list.

In the Library there are four computer workstations with internet access available for student use, along with b/w printers 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; all that is asked in return is a small payment per photocopied sheet, as indicated alongside the equipment.

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. For instance, it is well worth looking at *The New Catholic Encyclopaedia*,

New York, McGraw-Hill, 1967. Its 15 volumes, arranged alphabetically, cover all aspects of theology, often in some detail.

Briefer subject introductions are found in works such as *Our Sunday Visitor's Encyclopedia of Catholic Doctrine*, designed to introduce readers to all aspects of Church teaching: bibliographies refer to the Catechism, to the Church Fathers and to Papal documents.

There are also specialist encyclopaedias, such as the five edited by Michael O'Carroll and published by Liturgical Press:

- *Theotokos: a theological encyclopaedia of the Blessed Virgin Mary*; *Verbus Caro: an encyclopaedia on Jesus the Christ*; *Veni Creator Spiritus: a theological encyclopaedia of the Holy Spirit*; *Corpus Christi: a theological encyclopaedia on the Eucharist*. *Trinitas: a theological encyclopaedia on the Trinity*. These are all attractively arranged, with clear, short articles containing copious references.

It is also worth mentioning the 16 volume *Encyclopedia Judaica* which can prove an important research tool.

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 below.

Electronic Resources

Maryvale subscribes to the *ATLA* (index) and *EBSCO* (full-text) on-line databases and the *Cambridge Companions* series of ebooks, both of which can be accessed from the *Research Resources* area of the Maryvale website, and through Moodle.

EBSCO 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*.

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.

Contact the Librarian for User ID and password details: library@maryvale.ac.uk

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

VLE

Maryvale Institute uses a Virtual Learning Environment (MOODLE) for many of its programmes including the MA. Students have access to electronic course materials generic to the MA as well as those relating to their specific pathway. These include: forms (for booking a place at residentials, requesting extensions to deadlines, evaluations of course materials or residentials, etc.), video tutorials on submitting assignments and accessing feedback, study skills resources, lecture recordings and PowerPoint presentations from residential weekends. Students are given an introduction to the VLE at their first residential weekend, and further details are provided in the accompanying Research Methods coursebook.

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 important that you find a suitable library in your area and learn what facilities it offers. To establish that you are a bona fide student, show your identity card. Find out how to use their computer/online catalogue. Identify which journals might be relevant. Maryvale's library has a copy of *A Guide to the Theological Libraries of Great Britain and Ireland*, published by ABTAPL, 1998, which may help you locate libraries near you. The Association also publishes *The ABTAPL Union List of Periodicals*, Swindon, 2000. This gives an alphabetical list of journals and their locations. You can consult it online at: <https://abtapl.wordpress.com>

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.

Other 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.

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 in their studies and research. The Library staff are available to help students to maximise their use of the Library resources.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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).
7. 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.
8. 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 2019

Educational aims and objectives
The MA in Catholic Applied Theology aims to: <ul style="list-style-type: none"> - 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

<u>Programme Structure - LEVEL 7</u>					
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

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

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 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	Course materials, tutorials, lecture input, written assignments, independent research 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 B2 Evaluate and apply research methods suited to theoretical and practical aspects of applied theological study	Class discussions, tutorials, research proposal 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
<p>The Pathway in Marriage and Family aims to:</p> <ul style="list-style-type: none"> - 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	15		
Christian Anthropology	15		
Living in Christ: An Introduction to Fundamental Moral Theology	15		
The Sacrament of Marriage: 'Loving as God Loves'.	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	15		
The Contemporary Socio-Political Context of the Family	15		
Love, Marriage and Family: A Psychological Perspective	15		
Research Methods	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, residential sessions
C2 Critically and creatively use psychological understanding to formulate practical methods for engagement 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
<p>The Pathway in Apologetics aims to:</p> <ul style="list-style-type: none"> - 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	15		
Christian Anthropology	15		
Philosophy, God and Science	15		
The Historical Jesus and the Church	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	15		
Controversial Issues from Church History	15		
Controversial Issues in Modern Apologetics	15		
Research Methods	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 – Faith and Culture

Educational aims and objectives
<p>The Pathway in Faith and Culture aims to:</p> <ul style="list-style-type: none"> - 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 - Enable students to engage with the complex relationship between faith and culture in terms of anthropological perspectives

Pathway outcomes

Structure - LEVEL 7 Year One			
Compulsory modules	Credit points	Optional modules	Credit points
Christian Anthropology	15		
God and Salvation in Jesus Christ	15		
Human Dignity: Foundation of Western Civilisation and Culture and Civilization	15		
Learning from Monasticism	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
The Contemporary Socio-Political Context of the Family	15		
Catholic Social Thought	15		
Evangelising Culture	15		
Research Methods	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 Faith and Culture topic (20,000 words)	60		

Award at 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 Articulate a sophisticated approach to the relations between faith and culture	Course materials, class discussions, lecture input, written assignments
A2 Demonstrate a knowledge and understanding of the Catholic tradition of social thought within the wider framework of moral and cultural values	Course materials, independent research, written assignments

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Engage at an advanced level with debates within society concerning the relevance of religious faith as a tool for cultural interpretation	Course materials, seminars, independent research, written assignments

3B. Cognitive skills	
B2 Exercise critical awareness concerning the contribution of religious tradition to the production of social responses to issues in society	Seminars, independent research, written assignments

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Critically analyse modes and agents of cultural transmission	Independent research, seminars, applied dimension of essays
C2 Discern appropriate methods for bringing faith and culture into critical dialogue	Seminars, practical activities, applied dimension of essays

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.

Faith and Culture 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
	Human Dignity: Foundation of Western Culture and Civilisation	x		x	x		x	x	x
	Learning from Monasticism	x		x	x	x	x	x	
	The Contemporary Socio-Political Context of the Family	x	x		x			x	x
	Catholic social thought		x		x		x	x	x
	Evangelising culture	x		x		x	x	x	x
	Research Methods (programme level) Dissertation								

Pathway specification – Spirituality

Educational aims and objectives			
<p>The Pathway in Spirituality aims to:</p> <ul style="list-style-type: none"> - 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 (16 th - 17 th 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/transferrable 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
<p>The Pathway in RE and Catechesis aims to:</p> <ul style="list-style-type: none"> - 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 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	15	Catechesis: nature, purpose and method	15
Christian Anthropology	15	The Foundations of Catholic Religious Education	15
Scripture for RE and Catechesis	15	(one to be taken)	

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	15	Liturgy and Sacraments	15
Moral Formation	15	Prayer and the Spiritual Life	15
Research Methods	15	(one to be taken)	

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

3A. Knowledge and understanding	
A2 Explain the central doctrines of Catholicism and their interrelationships; how these underpin and inform Catholic faith and life	Lectures, seminars, coursebooks, written assignments
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								