

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: MA Christianity & Interreligious Relations	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	MA Christianity & Interreligious Relations
5. Interim Awards (if applicable)	Postgraduate Diploma in Christianity & Interreligious Relations <i>To receive a postgraduate diploma students must complete four taught modules.</i> Postgraduate Certificate in Christianity & Interreligious Relations
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	One year full-time, two years part-time
8.	
9. External reference points used to develop this programme	The Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008
10. Date of production or revision of this specification	Updated May 2013
11. Programme Convenor	Dr Damian Howard
12. Brief description of this programme	
<p>The programme begins with a survey of the major dimensions of inter-religious engagement in the modern world with particular attention to the interface between religion and politics. Subsequent modules deal with the encounters between Christianity and Islam and between Christianity and Hinduism and Buddhism. The final module takes up the specifically theological issues which have been raised in the earlier modules. To complete the MA you research and write a dissertation on a subject related to any appropriate element of the programme, subject to the approval of the Degree Convenor.</p> <p>Topics covered include the origins and the connotations of the term 'religion'; the major social, political and cross-cultural questions which the religions face today and the links between religion and violence. Consideration of the individual religions is likely to include modern trends in Islam – reform and revival; Hindu theology – Śankara and Ramanuja; Ashrams, mysticism and spirituality; the Dalit movement and liberation theology; and religious pluralism and the emergence of a theology of religions.</p>	
13. Relationship to staff research	
<p>A very substantial proportion of staff are active researchers within the disciplines in which they teach. Many optional modules directly reflect the research interests of the module teacher. Staff contribute to the centre for Christianity and Interreligious Dialogue.</p>	
14. Programme Aims	
<p>The MA in Christianity and Interreligious Relations offers theological education, at Master's level, to a variety of appropriately qualified students, enabling them to reflect on the Christian tradition as it engages with other faith traditions. In particular it aims to:</p>	

1. address a variety of questions raised by the phenomenon of religious plurality in the modern world;
2. reflect on the insights of the Christian tradition as it encounters other faith traditions;
3. provide students with knowledge and understanding of the key areas of the historical and cultural interface between Christianity and other religions;
4. Offer critical reflection on some of the many theological, pastoral and social dimensions of Christianity's relationship with major religious traditions – especially Judaism, Islam, Hinduism and Buddhism.

15. Learning outcomes

The **MA Christianity and Interreligious Relations (Level 7)** provides opportunities for students to achieve and demonstrate the following learning outcomes:

Knowledge and Understanding

By the end of the programme, competent and diligent students can expect to attain the following:

LO1	Evaluate the major philosophical and theological issues which inter-religious engagement raises for Christianity
LO2	Comment critically upon specific ethical and political issues raised by religious pluralism
LO3	Discuss problems and possibilities surrounding new developments emerging from the various dimensions of inter-religious relations
LO4	Respond sensitively to the principal theological questions which other religions raise for Christianity
LO5	Demonstrate a knowledge of the main contours of the history of inter-religious relations
LO6	Understand the political contexts within which contemporary engagements between religions operate
LO7	Demonstrate a critical understanding of Christian teaching on other faiths.

Intellectual and Cognitive Skills

A student will be able to:

LO8	Analyse and synthesise complex key concepts and theories
LO9	Identify, gather and analyse material from a wide range of sources to inform research
LO10	Make sound judgements on the basis of material arising from research

Practical and transferable skills

The *practical and transferable skills* which are fostered are:

LO11	Capacity for independent thought
LO12	Ability to analyse and evaluate complex ideas
LO13	Ability to present written and oral accounts with critical clarity
LO14	Ability to read first-hand sources sensitively and use secondary sources responsibly and imaginatively
LO15	Ability to develop bibliographies and conduct personal research

16. PROGRAMME STRUCTURE

Module Title	Code	Level	Credit tariff
<i>Compulsory Core Modules:</i>			
Jewish-Christian Relations	CIR404	7	30
Muslim - Christian Relations (first year module)	CIR505	7	30
Christian Relations with Buddhism and Hinduism (second year module)	CIR506	7	30
Christianity in Dialogue (second year module)	CIR402	7	30
Dissertation	CIR599	7	60

17. Admissions requirements

An honours degree, normally 2.1 or above) or equivalent, in theology or another appropriate subject

For mature students, academic ability to undertake the programme may be considered on the basis of other evidence, including learning from experience, evidence of prior study or work at an appropriate level, references and interview.

Applicants whose first language is not English should have an IELTS score of 7.0 or equivalent.

18. Indicative Learning and Teaching activities

May include:

Lectures, interactive lectures, seminars enabling group work and group discussions, individual or small group academic tutorials, individual learning, research and study, use of film or other audio visual aids, group activities, external visits, guest speakers.

19. Assessment strategy and indicative activities

Students are assessed by means of a range of tasks which may include book reviews, essays of various lengths, essays written under examination conditions, unseen examinations and presentations. Essays and examination questions are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students pursue original thoughts and ideas and question opinions, and the organisational skills used to structure answers allows the transferable skills to be assessed. There are learning outcomes for each level of the programme, and assessment criteria at each level indicate the level at which these skills have been achieved.

Students submit coursework through the Virtual Learning Environment (Helios) and receive detailed on-line feedback or oral feedback in a tutorial

All coursework is moderated in accordance with College published procedures. All end-of-year essays and examinations are blind doubled marked and a selection of essays/script is sent to the external examiner.

20. Support for students and their learning

Students can also access a range of support mechanisms through the college. All students are allocated a personal tutor who can offer guidance and refer the students to more specific support. The Student Development Manager can offer personal and academic support, including study skills and access to a range of student welfare proven, either in College or through the University of London. Support and guidance on academic matters is available from module convenors and programme convenors and also from the Heythrop Students' Union.

21. Student evaluation opportunities

Students have a range of opportunities, both formal and informal, to evaluate their learning experiences. Informal means includes consulting individual members of staff, including their personal tutor, module leader, programme convener or staff in the Student Services Centre. Issues can be raised with the Heythrop Students' Union who can raise issues with the College on behalf of individuals or groups of students. Formal module evaluations are carried out. Taught postgraduate and research students have termly meetings to provide feedback to staff. Occasional consultations or evaluation exercises gain views on aspects of the student experience, and the College participates in external surveys such as the NSS, PRES and PTES.

22. Indicative time commitments

Each module usually involves a weekly 2-hour seminar for one term, with the exception of a reading week in the middle of the term. There are therefore normally 11 x 2 class hours.

Student effort hours which are not spent in classes or tutorials are used for directed personal study – e.g. preparing for seminars, and some coursework tasks – and self-directed work – e.g. wider reading, some coursework tasks, the dissertation, and preparing for examinations.

23. Opportunities for graduates of this programme

Some graduates progress to teacher training programmes or postgraduate study. Others use their knowledge of religion in the public or voluntary sectors. The transferable skills gained are invaluable in many professions.