

# HEYTHROP COLLEGE, UNIVERSITY OF LONDON

## Programme Specification

<b>1. Title: MA Christian Theology</b>	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	MA Christian Theology
5. Interim Awards (if applicable)	<p>Postgraduate Diploma in Christian Theology <i>To receive a postgraduate diploma students must complete four taught modules.</i></p> <p>Postgraduate Certificate in Christian Theology <i>To receive a postgraduate diploma students must complete the two core taught modules.</i></p>
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	One year full-time, two years part-time
8.	N/a
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 July 2013
11. Programme Convenor	Rev Dr Martin Poulsom SDB
<b>12. Brief description of this programme</b>	
<p>The Programme offers education in the central areas of Christian theology. It aims to bring together an historical and contemporary examination of the theological ideas which have shaped Christian faith and identity: the belief in God as self-communicating Triune mystery; the person of Jesus Christ as the divine Son, the Word made flesh; salvation through his death and God's self-gift in grace; the religious legacy of Augustine in Western Christianity; the Christian Church's relationship to Israel. It aims to be an educational resource for those who want to undertake an in-depth study of the beliefs and interpretation of Christian faith</p> <p>The Programme is suitable for teachers of Religious Education at secondary level, those engaged in Christian ministry and priesthood and those who want to enrich their understanding of the on-going theological tradition which accompanies Christian faith and life.</p> <p>As a part-time degree taught in the evening, it enables a wide range of people to undertake serious study of contemporary theology.</p>	
<b>13. Relationship to staff research</b>	
<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.</p>	
<b>14. Programme Aims</b>	
<p>The programme aims:</p> <ol style="list-style-type: none"> <li>1. To provide an intellectual foundation in the central teachings of Christianity</li> <li>2. To provide the conceptual tools necessary to understand Christian teachings about God, Jesus Christ, salvation and grace, both in classical historical forms and in more contemporary sources</li> <li>3. To enable students to relate Biblical and doctrinal traditions and their modern interpretations</li> <li>4. To enable a detailed exploration of some issues of particular significance within the contemporary Christian context, especially the Augustinian tradition in Western Christianity, and approaches to key themes in twentieth century Christian theology</li> </ol>	

5. To offer opportunities to apply this systematic thinking to the place of the Bible in the life of the church, to pastoral concerns in contemporary church and society, and to dialogue between Christianity and other religious traditions.

## 15. Learning outcomes

The **MA Christian Theology (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	a critical and evaluative grasp of the overall shape of systematic theology.
LO2	a demonstrably competent knowledge of critical areas in Christian theology: Trinity, Christology and soteriology.
LO3	An ability to apply, with insight, hermeneutical principles in relation to ancient texts.
LO4	an understanding of the theological, ecclesiological and social factors playing their part in the relation of Christianity to the contemporary world and/or to other faiths

### How is this accomplished?

Learning and Teaching methods:

- Lectures and other input from lecturers provide an overall perspective on the subject and enable students to engage with the material with a variety of different understandings.
- Directed reading and investigation contribute to the completion of seminars and assessment tasks.
- Various forms of feedback on written work contribute to deepening and widening understanding.

### Assessment methods:

Book reviews, essays, dissertation.

### Cognitive Skills

The cognitive skills which are fostered are:

LO5	The ability to analyse and synthesise complex key concepts and theories
LO6	The ability to identify, gather and analyse material from a wide range of sources to inform research
LO7	The ability to make appropriate judgements in the consideration of complex ideas.
LO8	The ability to carry out personal research and produce formal written work within the subject area

### How is this accomplished?

Learning and Teaching methods:

- Debate, dialogue and interaction with other students and with teachers.
- Directed and increasingly independent reading and investigation for seminars, class discussions, essays and other written work.
- Tutorial and supervision sessions based on work in progress.

### Assessment methods:

Book reviews, essays, dissertation.

### Practical and transferable skills

The practical and transferable skills which are fostered are:

LO9	The ability to use clear and cogent language in various kinds of written and oral presentations
LO10	The ability to act autonomously in planning and implementing tasks with an appreciation of the range of strategies available
LO11	The ability to work collaboratively with others, both learning from them and contributing to their learning

LO12	The ability to reflect critically upon one's own experiences of learning
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<b>16. PROGRAMME STRUCTURE</b>			
<b>Module Title</b>	<b>Code</b>	<b>Level</b>	<b>Credit tariff</b>
<b>Compulsory Core Modules:</b>			
Augustine and the Christian Tradition	CTH411	7	30
Central Themes in Modern Christian Theology	CTH412	7	30
<b>Optional modules:</b>			
<b>One of the following:</b>			
Religion – Context and Crisis	PAS415	7	30
Jewish-Christian Relations	CIR404	7	30
<b>And one of the following:</b> <i>With permission of College authorities, this module may be replaced by a module from another programme</i>			
The Bible in the Life of the Church	BIB511	7	30
Christianity in Dialogue	CIR402	7	30
<b>Dissertation</b>			
	CTH599	7	60
The topic of the dissertation is chosen by the student, subject to approval by the supervisor.			
<b>Assessment</b>			
Each module is assessed by a combination of coursework tasks completed during the period of module teaching, and an end of year essay. The pass mark for each module is 50%.			
<b>17. Admissions requirements</b>			
Applicants must normally hold a first or second class honours degree (or equivalent, either in Theology or in another subject appropriate to the field of postgraduate study			
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.			
<b>18. Indicative Learning and Teaching activities</b>			
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.			
<b>19. Assessment strategy and indicative activities</b>			
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 of student's

## **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. The degree aims to deepen theological understanding, and so help those already in ministry to fulfill their roles better.