# HEYTHROP COLLEGE, UNIVERSITY OF LONDON

## Programme Specification

### 1. Title:  MRes Christianity and Interreligious Relations

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| 2, Awarding institution | University of London |
| 3. Teaching institution | Heythrop College, University of London |
| 4. Final Award | Masters in Research, Christianity and Interreligious Relations |
| 5. Interim Awards (if applicable) | |
| 6. Mode(s) of study | Full-time or part-time |
| 7. Normal duration of Programme | 11-23 months |
| 8. UCAS or JACS code | |
| 9. External reference points used to develop this programme | QAA documents: Framework for Higher Education qualifications: framework for Master's degree characteristics, 2009. |
| 10. Date of production or revision of this specification | January 2011 |
| 11. Programme Convenor | Michael Barnes |

### 12. Brief description of this programme

The MRes Christianity and Interreligious Relations is a Master's degree that builds on an undergraduate qualification in Theology and aims to prepare students for further research in the Theology of Religions and/or those theological disciplines which engage with the contemporary experience of religious pluralism. To this end, study of theological research skills and methods and a module devoted to the theology of religions are compulsory, as is a 12,000-15,000 word dissertation.  Students also follow two modules on the historical and contemporary encounters between Christianity and Islam and Christianity and the Religions of India. Students may also choose to follow a module on Jewish-Christian Relations.  Apart from the module on research methods, each module (taken from the existing MA College provision) covers the fundamental issues within that area and is designed to encourage independent initiative and personal research.

### 13. Relationship to staff research

### 14. Programme Aims

- To address a variety of questions raised by the phenomenon of religious plurality in the modern world;
- To encourage reflection  on the insights of the Christian tradition as it encounters other faith traditions;
- To provide students with knowledge and understanding of the key areas of the historical and cultural interface between Christianity and other religions;
- To offer critical reflection on some of the many theological, pastoral and social dimensions of Christianity's relationship with major religious traditions.
- Provide suitably qualified students with the skills necessary for progress towards MPhil and PhD research degrees.

### 15. Learning outcomes

The **MRes 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, successful students should be able to: | |
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| 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 |
| LO8 | Demonstrate an understanding of the nature and methods of research appropriate to the theological study of Christianity's relations with other faith traditions |

**Intellectual and Cognitive Skills**

The cognitive skills which are fostered are:

| LO9 | The ability to analyse and synthesise key concepts and ideas |
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| LO10 | The ability to make sound judgements on the basis of material arising from research |
| LO11 | The ability to identify, gather and analyse material from a range of sources to inform research |
| LO12 | The ability to conduct advanced research in theology of religions |

**Practical and transferable skills**

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

| LO13 | The capacity for independent thought |
|---|---|
| LO14 | The ability to analyse and evaluate complex ideas |
| LO15 | The ability to present written and oral accounts with critical clarity |
| LO16 | The ability to read first-hand sources sensitively and use secondary sources responsibly and imaginatively |
| LO17 | The ability to develop bibliographies and conduct personal research |
| LO18 | The ability to write research proposals |
| LO19 | The ability to work independently in planning and implementing research tasks with a variety of resources and approaches |

## 16. PROGRAMME STRUCTURE

To achieve an MA, students must pass four taught modules and a dissertation. Each whole module is equivalent to 30 credit points. The dissertation is equivalent to 60 credit points. The programme comprises two compulsory modules, and a choice of two optional modules from the following list.

| Module Title | Code | Level | Credit tariff |
|---|---|---|---|
| **Compulsory Core Module:** | | | |
| Research Skills in Theology | RES401 | 7 | 30 |
| Muslim-Christian Relations | CIR505 | 7 | 30 |
| Christian Relations with Buddhism and Hinduism | CIR506 | 7 | 30 |
| Christianity in Dialogue | CIR402 | 7 | 30 |
| **Compulsory Dissertation on an approved topic** | | 7 | 60 |
| *The topic of the dissertation is chosen by the student, subject to approval by the supervisor.* | | | |

**17. Admissions requirements**

Applicants must hold a First or high 2.1 honours degree in Theology or Religious Studies or, exceptionally, another subject appropriate to the field of study.

As the degree is intended for students continuing into doctoral study, applicants should demonstrate this intention in their application.

Applicants whose first language is not English should normally have an IELTS score of at least 7.0, with not less than 7.0 in Listening, Academic Reading and Academic Writing.

**18. Indicative Learning and Teaching activities**

May include:
Lectures, including interactive seminars and group discussion, individual tutorials, individual learning, research and study, seminar presentation and peer feedback, set reading, online tutorial, guided visits.

**19. Assessment strategy and indicative activities**

With the exception of research skills in theology, each module is assessed by a combination of coursework tasks completed during or shortly after the period of module teaching, and an end-of-year essay of 4,000 words. Indicative coursework tasks include article reviews and essays. Research skills in theology is assessed by a combination of coursework tasks, a 2,500 research proposal, and a 2,500 'editor's introduction' to four pieces of contemporary theology. Indicative coursework tasks include a brief research proposal and a seminar presentation using PowerPoint. The pass mark for each module is 50%.

**20. Support for students and their learning**

Each taught module includes 22 hours of group sessions. For Research skills in theology, a programme of skills training is provided. For the other modules, the sessions are typically lectures and presentations and seminars which are interactive with students. Course material is placed on Helios. Directed reading and other tasks guide independent learning. Additionally, students receive tutorials, normally on a one-to-one basis, to discuss work completed or in progress, and meetings with a supervisor in relation to the dissertation. Students receive a Programme Handbook and module outlines. Students have access to computing resources, and to the specialist Heythrop Library resources in Philosophy and Theology.

**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 or students.

Formal module evaluations are carried out, and student representatives can attend a student staff liaison committee for undergraduate students. Occasional consultations or evaluation exercises gain views on aspects of the student experience, and the College participates in external surveys.

**22. Indicative time commitments**

For each 30 credit module, students receive two hours of teaching per week for 22 weeks. Each 30 credit module represents approximately 300 student effort hours.

**23. Opportunities for graduates of this programme**