

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: MRes Pastoral Theology	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London
4. Final Award	Masters in Research, Pastoral Theology
5. Interim Awards (if applicable)	
6. Mode(s) of study	Full-time or part-time
7. Normal duration of Programme	One year full-time, two years part-time
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	May 2013
11. Programme Convenor	Dr James Sweeney
12. Brief description of this programme	
<p>The programme follows the pattern of the existing MA in Pastoral Theology – 4 modules and a dissertation of up to 15,000 words. However, it adds a compulsory module on Research Methods in Theology.</p> <p>Like the MA Pastoral Theology the MRes equips students with the skills necessary to integrate theory and practice, theology and experience, faith and action. The MRes is particularly suitable for those with experience of Christian ministry, whether ordained or not – including teachers, counsellors, therapists, health care professionals or those in the legal profession – who wish to prepare themselves for serious research in Pastoral Theology.</p>	
13. Relationship to staff research	
<p>It is expected that MRes students will play a part in the activities of the College Centres and Institutes. Many concerns and projects of individual members of the Theology and PSS departments touch specifically on the relationship between faith and society and the relationship between the religions in a multicultural society.</p> <p>The College has also engaged in a variety of outreach and knowledge transfer projects; EG the innovative Faiths Together programme and the ARCS project. This programme will add significantly to a rapidly developing programme of training in research skills for students. It will also enhance collaborative work between staff and students which will raise Heythrop's profile as a centre where serious reflection on the relationship between knowledge and practice takes place.</p>	
14. Programme Aims	
<p>The MA in Pastoral Theology already sustains a wide variety of learning opportunities for students intending to work in pastoral and ministerial situations within the Christian churches in the UK and internationally. This MRes version will enhance that provision by encouraging a commitment to serious and sustained theological reflection on the practice of ministry.</p> <p>In its turn the programme will contribute to the expanding activities of the College by fostering theological reflection and research on the interaction of faith with local communities – religious or otherwise.</p> <p>It will also develop the pastoral and personal skills needed for successful engagement in a variety of</p>	

pastoral situations as well as a capacity for critical theological discernment.

15. Learning outcomes

The **MRes Pastoral 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 will be able to:

LO1	Analyse and present critically the main themes of contemporary debate in pastoral and practical theology.
LO2	Demonstrate familiarity with the methods appropriate to advanced research in pastoral theology.
LO3	Develop the broad outlines of research in pastoral theology.

Intellectual and Cognitive Skills

A student will be able to:

LO4	Analyse and synthesise key concepts and ideas.
LO5	Make sound judgements on the basis of material arising from research
LO6	Identify, gather and analyse material from a wide range of sources to inform research.

Practical and transferable skills

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

LO7	The capacity for independent thought
LO8	The ability to analyse and evaluate complex ideas
LO9	The ability to present written and oral accounts with critical clarity
LO10	The ability to read first-hand sources sensitively and use secondary sources responsibly and imaginatively
LO11	The ability to develop bibliographies and conduct personal research
LO12	The ability to write research proposals
LO13	The ability to work independently in planning and implementing research tasks with a variety of resources and approaches

16. PROGRAMME STRUCTURE			
Module Title	Code	Level	Credit tariff
Compulsory Core Modules:			
Research Methods in Theology	RES401	7	30
Foundations of Pastoral Theology	PAS414	7	30
Religion – Context and Crisis	PAS415	7	30
Optional Module – choose one from:			
Mission and Ministry	PAS521	7	30
The Bible in the Life of the Church	BIB511	7	30
Symbol and Ritual	PAL503	7	30
Theology of Religious Life	PAS520	7	30
Or – one module may be chosen from another MA programmes with the approval of both programme convenors			
Compulsory Dissertation on an approved topic	PAS599	7	60
<i>The topic of the dissertation is chosen by the student, subject to approval by the supervisor.</i>			

17. Admissions requirements

Normally an honours degree in theology or religious studies at 2.1 or above.

Applicants whose first language is not English will be required to 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, VLE material group activities, external visits, guest speakers.

19. Assessment strategy and indicative activities

Students are assessed by a combination of coursework tasks completed during or shortly after the period of module teaching, and an end-of-year essay. Two coursework assessment tasks may take a variety of forms and will account for 40% of the overall mark. A final essay accounts for 60%. The pass mark for each module is 50%. The dissertation is worth 60 credits. The title will be agreed between supervisor and student.

Students submit coursework through the Virtual Learning Environment (Helios) and receive detailed on-line feedback. Tutorials are an opportunity for face-to-face feedback. In some cases students may receive feedback in advance of submitting the final version of their work. This applies mainly to longer essays submitted at the end of an academic year.

All coursework is moderated in accordance with College published procedures.

20. Support for students and their learning

Students can access a range of support mechanisms through the college. 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 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

Qualified graduates in Pastoral Theology are available for a variety of roles in chaplaincy and teaching professions, as well as in traditional ministry in the Christian churches.