

HEYTHROP COLLEGE, UNIVERSITY OF LONDON

Programme Specification

1. Title: BA Pastoral Mission	
2. Awarding institution	University of London
3. Teaching institution	Heythrop College, University of London, in association with the Archdiocese of Westminster
4. Final Award	BA (Hons) Pastoral Mission
5. Interim Awards (if applicable)	N/A Top up to the Foundation degree (Arts) Pastoral Mission
6. Mode(s) of study	Full time and part-time
7. Normal duration of Programme	One year full-time, two years part-time
8. UCAS or JACS code	V651
9. External reference points used to develop this programme	The Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008 Benchmark Statement for Philosophy 2007 Benchmark Statement for Theology and Religious Studies 2007 Diocesan requirements for the training of parish workers
10. Date of production or revision of this specification	August 2011, revised November 2011
11. Programme Convenor	Dr Dominic Robinson sj
12. Brief description of this programme	
<p>This programme provides students who have successfully completed the Heythrop Foundation Degree (Arts) in Pastoral Mission (or a similar programme studies elsewhere at the discretion of the College) with an opportunity to deepen their understanding of academic theology and also to pursue the development of their skills and understanding of pastoral issues to graduate level. The programme offers a wide choice of modules and different modes of study, allowing students, with guidance, to select a programme to suit their interests. The one calendar year programme (or part time equivalent) offers study by blended learning, features subject based modules, either studied on campus with daytime attendance or by distance learning, a work based module, which draws together the theoretical and practical theology in pastoral mission, and a dissertation, allowing students to investigate a particular topic at greater length.</p> <p>This programme, like the Foundation Degree (Arts) Pastoral Mission, has been developed in consultation with the Archdiocese of Westminster for lay people in voluntary or paid employment within the Church, mainly, but not exclusively, in a parish setting.</p> <p>Heythrop's small size, together with its focus on the academic disciplines of Theology and Philosophy, ensure a high level of individual support for students. Blended learning offers flexibility to students with work and other commitments.</p>	
13. Relationship to staff research	
Many of the optional modules reflect the research interests of the module teacher.	

14. Programme Aims

The programme aims:

1. To enable the development of skills and competencies appropriate for Pastoral Mission in the Parish through experience of work itself and work based learning
2. To enhance the development of key learning skills which are relevant to the programme and to the demands of personal and professional living within and beyond the University community
3. To offer a Programme which is flexible so as to meet the needs of the diverse range of students who enrol through full or part time mode of study, enabling approaches to learning and teaching, and the flexible timetabling of modules
4. To produce a learning experience which encourages open, rational and disciplined study within an environment of respect and tolerance for people and their diverse Christian and religious beliefs and practices
5. To provide opportunities for studying Christian Theology and Pastoral Mission through critical dialogue, placement and critical observation
6. To enable students to analyse and articulate their understanding of the importance, place and function of Christian Theology in Pastoral Practice through work based learning
7. To foster reflective and accurate understanding of the Christian tradition, and critical and independent thought in relation to the synthesis of contemporary theology with the life of the Church.
8. To contribute in the field of theology to the intellectual and educational life of society in general and of the Christian community in particular
9. To provide opportunities for students to explore potential personal, career and vocational pathways within a caring and supportive environment
10. To provide opportunities for students to develop as independent learners

15. Learning outcomes

The **BA Pastoral Mission (top up) (Level 6)** 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 broad understanding of the needs of the Church, especially in a parish context, and the contribution that they can make
LO2	A detailed knowledge and understanding of selected themes in theology.
LO3	An ability to synthesize theoretical learning with the needs of practical work and life in the Catholic parish and wider Church context.
LO4	The capacity to present a detailed and extended study of a particular theological topic.
<p>Intellectual and Cognitive Skills</p> <p>A student will be able to:</p>	
LO5	select and organise material from complex and diverse sources relevant to the task set or agreed.
LO6	conduct a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, working with increasing independence to make informed and evaluative judgements.
LO7	capacity to interact intelligently and sympathetically with the context of the work of the Church
LO8	use secondary material critically and responsibly.
LO9	Synthesize practice based and theoretical material
LO10	present a detailed and extended study of a particular theological topic.
<p>Practical and transferable skills</p> <p>A student will be able to:</p>	
LO11	deploy advanced bibliographic skills with increasing independence to select and critique appropriate material from a wide range of resources.
LO12	communicate clearly and concisely in written formats of varying types and lengths.
LO13	present their own ideas both orally and in writing.
LO14	treat conflicting views with respect.
LO15	manage time and complete tasks within a given timescale.
LO16	negotiate the scope and direction of topics for investigation.

16. PROGRAMME STRUCTURE

Module Information

For the BA Honours in Pastoral Mission, students must take 120 credits with a minimum of 90 credits at Level 6. The other 30 credits may be taken at Level 5 or as a mix of 2 15 credit modules, one at level 5 and one at level 6.

N.B. Level is defined by the assessment and learning outcomes for each module.

Modules marked * require specific prior knowledge. Students will have to satisfy the module leader that they have this knowledge through prior study or experience before they will be allowed to register for the module.

MODULE CODE	MODULE TITLE	CREDIT VALUE	LEVEL
CORE MODULES			
BPM300	Dissertation	30	6
BPM301	Parish Survey (Independent Study)	30	6
BPM303	Christian Doctrine	30	6
OPTIONAL MODULES			
AR202	Beliefs & Practices of Judaism	30	5 and 6
AR204	Beliefs & Practices of Islam	30	5 and 6
AR305	Christian-Muslim Relations	15	5 and 6
AR308	Belief & Unbelief	15	5 and 6
NT308*	Selected NT Texts: Gospels	15	5 and 6
NT309*	Selected NT Texts in English: Epistles	15	5 and 6
NT308/9*	Selected NT Texts: Gospels & Epistles	30	5 and 6
PH201	Contemporary Philosophy of Religion	15	5
PS300	Christian Ethics	30	5 and 6
PS305	Canon Law	30	5 and 6
PS310	Psychology of Religion	15	5 and 6
ST302	Liturgy	15	5 and 6
ST303	The Sacraments	15	5 and 6
ST310	Theology of Jewish-Christian Relations	30	5 and 6
TH302	Reformation and Society c.1450-1600	30	6
ST306	Ecclesiology	15	5 and 6
CH301	History of the Papacy	30	5 and 6
PS311	Sociology of Religion	15	5 and 6

Not all optional modules are available every year.

17. Admissions requirements

Students must apply through the UCAS system.

This programme is normally only available to graduates of the Heythrop College Foundation degree (Arts) Pastoral Mission. Applicants who have achieved a similar Foundation degree, whose content will enable students to be prepared for the BA award, will be considered at the discretion of the Programme Convenor. Applicants will have to provide evidence that they have access to voluntary or paid work experience opportunities to support their studies and support from their parish or other faith based setting.

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

18. Indicative Learning and Teaching activities

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, work based activities, group activities, external visits, guest speakers. Compulsory study days support learning. Students may also take modules on a distance learning basis, to fit around other commitments, based on self directed study with learning materials. They will be required to attend academic tutorials on campus, and submit coursework for marking and feedback. All students will be able to access study skills support.

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, portfolio, report, 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 and assessment criteria which indicate the level at which these skills have been achieved.

Some modules will be assessed by a combination of coursework (40%) and an end-of-year element (60%) which, depending on the module, may be either an end-of-year essay or examination.

Distance learning modules are assessed by examination only, but students may submit coursework for marking and feedback, although this mark will not contribute to the final module mark. The work based independent study module is assessed by a portfolio. The dissertation is an extended piece of academic work, prepared in consultation with a tutor.

Students submit coursework through the Virtual Learning Environment (Helios) and receive detailed on-line feedback. Tutorials are an opportunity for face-to-face feedback and discussion with student peers and with a specialist in the subject. In some cases students may receive feedback in advance of submitting the final version of their work. This applies mainly to end of module essays submitted at the end of an academic year, and to the dissertation. Students studying on a distance learning module are assessed by examination only but may pay extra for formative feedback on essays.

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. All students are allocated a personal tutor who can offer pastoral 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 conveners and the programme convener. Students have access to the Heythrop Scholar resources and also from the Heythrop Students' Union. Students will also have support within their parish, including from a Mentor.

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 forwarded to the Heythrop Students' Union directly or via the programme representative, who can raise issues with the College on behalf of individuals or groups of students. Formal module evaluations are carried out, and student representatives for each programme are members of the Undergraduate Staff Student Liaison Committee which meets termly. Occasional consultations or evaluation exercises gain views on aspects of the student experience, and the College participates in external surveys such as the NSS.

22. Indicative time commitments

For each 30 credit module taught on campus, students receive two hours of teaching per week for 21 weeks and 90 minutes of tutorial time. Each 30 credit module represents 300 student effort hours.

For each 15 credit module taught on campus students receive two hours of teaching per week for 10 weeks (Michaelmas Term) or 11 weeks (Lent Term) and 60 minutes of tutorial time. Each 15 credit module represents 150 student effort hours.

Modules taken through the international academy are studied in the student's own time but guidance on time commitments can be obtained from the International Academy and the programme director.

The academic year represents 1,200 student effort 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, studying for a distance learning module, the dissertation including tutorials, and preparing for examinations.

23. Opportunities for graduates of this programme

Some graduates progress may progress to postgraduate study. Others use their enhanced knowledge of religion and parish activities in the paid or voluntary service of their parish or elsewhere in the Church organisation. The transferable skills gained are invaluable in many spheres of employment.