

PART 1 – MA CHRISTIAN SPIRITUALITY PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	Christian Spirituality
5	Final award	Masters of Arts (MA)
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
7	Faculty with responsibility for the programme	Institute of Theology
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	V600
12	Professional, Statutory or Regulatory Body (PSRB) accreditation/recognition	N/A
13	QAA subject benchmark or other relevant external reference point	<ul style="list-style-type: none"> i. QAA Subject benchmark statement for Theology and Religious Studies, October 2014 (http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf), in particular Appendix A covering Master's degrees ii. QAA Master's Degree Characteristics Statement. iii. QAA UK Quality Code, Part A: Descriptors for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree.
14	Normal completion time and maximum duration of study	Normal completion time: The programme can be completed in a minimum of two years (4 Semesters) and the maximum allowed is 5 years (10 Semesters), although students would normally be expected to complete the course within 3 academic years (6 Semesters).
15	Mode of study	Part-time
16	Mode of delivery	Face to Face including modules taught on-site at St Mary's supported by seminars, tutorials and the virtual learning environment of MyModules.
17	Date approved and name of authorised body	

18	Applies to students commencing study in (month/year)	September 2019
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>The programme provides at an advanced level a thorough education in the principles, history and application of Christian spirituality. Following ten successful years as a pathway of the St Mary's MA Theology programme it is now proposed that the MA will be a stand-alone course.</p> <p>Spirituality has emerged as a serious field of study in recent decades. This is inherently interdisciplinary but, in a Christian context, also has an intimate relationship with theology. Indeed there are those who believe that spirituality is what gives meaning, depth and coherence to the whole enterprise of 'doing theology' or of 'being a theologian'. There is now an international scholarly society, The Society for the Study of Christian Spirituality (in association with a sector of the American Academy of Religion), that seeks to give shape to how the field develops and St Mary's has played a key role in the development of the field as an advanced area of study. The MA in Christian Spirituality is another example of St Mary's dynamic innovation in this area.</p>
20	Aims of the programme	<p>Primary Aims of the Programme</p> <p>In line with the University Mission and the QAA Characteristics Statement for Master's Degrees, the primary aims of the MA in Christian Spirituality are to:</p> <ul style="list-style-type: none"> • attract students of a variety of ages and academic backgrounds to develop and expand their range of theological skills and knowledge. • provide students with a range of learning experiences that are supported by a variety of teaching approaches and delivered in a supportive learning environment. • offer students the opportunity to explore and reflect critically upon theological studies with a particular regard to the richness of Christian spirituality. • develop an informed awareness of the dynamic nature of the Christian tradition and a developed facility in the theological task of subjecting this tradition to a process of testing and renewal. • give students the tools to engage in dialogue with other faiths. • draw on a variety of academic disciplines and discourses to enable students to reflect critically on Christian spirituality. • foster in students an ability to relate areas of spirituality to broader areas of human understanding and life. • use the research interests of staff to inform and enhance the students' learning experience. • promote the development of key transferable skills that will assist students in their career options. • equip students to undertake original research at doctoral level.
21	Criteria for admission	Criteria for Admission

		<p>Students will be admitted in line with the general admissions requirements of St Mary's University, as shown in the University Admissions Policy (see www.stmarys.ac.uk/admissions-policy). Students will be accepted on the programme if they have an Upper Second Class Honours Degree or equivalent. In some circumstances other qualifications will be accepted after interview, or (exceptionally) other relevant experience and study with evidence of the ability to engage with such a programme (subject to approval by the Academic Registrar on the advice of the Programme Director).</p> <p>Candidates whose first language is not English are also required to satisfy the UK Visas and Immigration and the University's English Language requirement, which is normally an IELTS score of 6.0 overall with no less than 5.5 in any section (or equivalent on other tests).</p> <p>Candidates may have prior learning accredited on the basis that they can provide the Programme Director with appropriate evidence of their prior learning, such as: written independent work; formal or informal testimony from others concerning their previous learning; publications to which they have contributed; teaching materials or reports they have created; written or oral evidence of relevant knowledge and reading.</p> <p>The relevance, status and currency of the prior learning will be considered by the Academic Registrar on the advice of the Programme Director. The maximum number of credits for which exemption may be given are: PGCert – up to 30 credits; PGDip – up to 60 credits; Master's Degree – up to 90 credits.</p>																		
22	Scheduled learning time	<table border="1" data-bbox="560 1126 1426 1473"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>138</td> <td>7.67</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>0</td> <td>0</td> </tr> <tr> <td>Guided learning hours</td> <td>610</td> <td>33.89</td> </tr> <tr> <td>Independent study time</td> <td>1052</td> <td>58.44</td> </tr> <tr> <td>TOTAL</td> <td>1800</td> <td>100</td> </tr> </tbody> </table> <p>*A typical 3 year undergraduate programme has a total of 3600 hours A typical 1 year Masters level programme has a total of 1800 hours</p>	Type of learning time	Number of hours	Expressed as %	Contact time	138	7.67	Placement/work-based learning hours	0	0	Guided learning hours	610	33.89	Independent study time	1052	58.44	TOTAL	1800	100
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23	Programme learning outcomes	<p>Programme Learning Outcomes</p> <p>The MA programme provides opportunities for students to achieve and demonstrate the following learning outcomes, the articulations of which are congruent with SEEC Level 7 Descriptors. Accordingly, by the end of this programme, students should be able to:</p> <p><u>A: Knowledge and understanding</u></p> <ol style="list-style-type: none"> 1. demonstrate a critical understanding and competence in the area of theological studies with particular relevance to the study of spirituality 2. demonstrate a critical understanding and competence in other academic disciplines relevant to the study of Christian spirituality 																		

3. read and use primary texts both critically and empathetically
4. evaluate the significance of major religious, social, cultural and philosophical movements for Christian spirituality
5. be cognisant of the need for dialogue between faiths in the contemporary world

B: Subject specific skills, including practical and professional skills

6. demonstrate an awareness of the variety of overarching methodologies available in theological studies and an ability to situate themselves in relation to this range of methodologies
7. demonstrate an ability to draw on a variety of academic discourses in reflecting critically on Christian spirituality
8. offer informed comment from a theological perspective on contemporary issues
9. make independent and imaginative use of theological information and resources
10. demonstrate the development and extension of practical skills in areas such as pastoral care, Christian communication and leadership

C: Generic transferable skills

11. Communication: identify relevant sources of information, critically evaluate the material and present their own interpretation in a coherent way, showing an ability to understand complex lines of reasoning
12. IT: use IT effectively to aid efficient searching, evaluation and selection of information and to present work using a format and style to suit the purpose, subject and audience
13. Problem solving: select information effectively to tackle a particular issue or problem and present information clearly and accurately, with evidence to support their conclusions
14. Working with others: establish and effectively maintain co-operative working relationships and negotiate and develop effective ways of presenting outcomes
15. Improving own learning: identify future targets, manage time effectively and critically reflect on what and how they are learning

24	<p>Programme structure and module requirements</p>	<p>Postgraduate Certificate in Christian Spirituality</p> <p>Students successfully completing 60 FHEQ Level 7 credits by following the modules below will be eligible for the award of Postgraduate Certificate in Christian Spirituality.</p> <p>Core Module: CSP7001 Foundations of Christian Spirituality</p> <p>In addition to CSP7001, any one of the following Optional Modules:</p> <p>CSP7002 The Mendicants: Franciscan, Dominican and Carmelite Spirituality CSP7003 Contemplative and Monastic Spirituality CSP7004 Christianity in Dialogue CSP7005 Mystical Theology CSP7006 Spiritual Direction, Psychology and Spiritual Formation CSP7007 Marian Studies CST 7005 The Theologies of Liberation and Political Theology BIB 7001 Aspects of Biblical Interpretation THY 7017 Systematic Theology and Contemporary Themes</p> <p>Postgraduate Diploma in Christian Spirituality</p> <p>Students successfully completing 120 FHEQ Level 7 credits by following the modules below will acquire the Postgraduate Diploma in Christian Spirituality.</p> <p>Core Module: CSP7001 Foundations of Christian Spirituality</p> <p>In addition to CSP7001, any three of the following Optional Modules:</p> <p>CSP7002 The Mendicants: Franciscan, Dominican and Carmelite Spirituality CSP7003 Contemplative and Monastic Spirituality CSP7004 Christianity in Dialogue CSP7005 Mystical Theology CSP7006 Spiritual Direction, Psychology and Spiritual Formation CSP7007 Marian Studies CST 7005 The Theologies of Liberation and Political Theology BIB 7001 Aspects of Biblical Interpretation THY 7017 Systematic Theology and Contemporary Themes</p> <p>MA in Christian Spirituality</p> <p>Students successfully completing 180 FHEQ Level 7 credits by following the modules below will acquire the Master of Arts in Christian Spirituality.</p> <p>Core Modules: CSP7001 Foundations of Christian Spirituality CSP7008 Dissertation</p> <p>In addition, any three of the following Optional Modules:</p>
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CSP7002 The Mendicants: Franciscan, Dominican and Carmelite Spirituality
 CSP7003 Contemplative and Monastic Spirituality
 CSP7004 Christianity in Dialogue
 CSP7005 Mystical Theology
 CSP7006 Spiritual Direction, Psychology and Spiritual Formation
 CSP7007 Marian Studies
 CST 7005 The Theologies of Liberation and Political Theology
 BIB 7001 Aspects of Biblical Interpretation
 THY 7017 Systematic Theology and Contemporary Themes

FHEQ Level 7 Modules

Code	Title	Credits	Semester of delivery	Module status
CSP7001	Foundations of Christian Spirituality	30	1	Core
CSP7002	The Mendicants: Franciscan, Dominican and Carmelite Spirituality	30	1 or 2	Option
CSP7003	Contemplative and Monastic Spirituality	30	1 or 2	Option
CSP7004	Christianity in Dialogue	30	1 or 2	Option
CSP7005	Mystical Theology	30	1 or 2	Option
CSP7006	Spiritual Direction, Psychology and Spiritual Formation	30	1 or 2	Option
CSP7007	Marian Studies	30	1 or 2	Option
THY7017	Systematic Theology and Contemporary Themes	30	1	Option
CST7005	The Theologies of Liberation and Political Theology	30	1	Option
BIB7001	Aspects of Biblical Interpretation	30	1	Option
CSP7008	Dissertation	60	1 and 2	Core (for MA)

25	Work placements or study abroad	There are no work placements on this programme. There may be the possibility for some optional modules to be taught abroad as part of an intensive option.
26	Links to industry and employability	Employability It is anticipated that many students will study part-time as continuing professional development, alongside various forms of Christian ministry and leadership, or for personal interest; for such people, the programme

		<p>will enhance their future employability, including in more senior roles. Those taking the MA as a ‘way in’ to doctoral study will progress in that direction. Others will have an enhanced education in Christian spirituality which would open specific opportunities in school teaching, and work with Christian or other charities and agencies. The programme will also provide an education which sensitises students to engaging with religious and ethical ideas from other times, cultures and places, and thus will equip them for work engaging with cross-cultural situations, such as non-governmental organisations in the UK and overseas, international relations, and the Civil Service in the Foreign Office.</p> <p>The course is primarily, though not exclusively, intended for Christians of any tradition. Target groups will include clergy, ordinands, people in lay ministries, teachers of religious studies and those with an interest in spiritual matters. The study of spirituality at the University will take place within the context of a believing Christian community. Christian ministers taking the MA part-time are likely to be engaged already in service in particular contexts, and will be encouraged and supported to make explicit connections between their studies and their ministries—the programme team do not anticipate that a specific ‘placement’ would be helpful or desirable (or, for that matter, practical) for such students. Many full-time students will be pursuing the MA in order to open the door for doctoral studies, and they too will be encouraged and supported to make explicit connections with today’s world and issues. A specific placement alongside the programme would not help in doing this; since the majority of students taking such an MA are more mature, they will have experience of life and the world to draw upon in making these connections.</p> <p>To engage in reflection on spirituality in relation to today’s world will necessarily involve students being critically self-reflective about their worldview, mind-set, and approach to life and society, and features of modules, both core and optional will encourage such critical self-reflection. The increasing occurrence of reflection on spirituality in areas such as healthcare, psychology and education will help students to find a means to employment in these other diverse work-places.</p> <p>Finally, the increasing role of psycho-spiritual formation in present-day counselling and psychological settings is reflected in Optional Module, CSP 7006, <i>Spiritual Direction, Psychology and Spiritual Formation</i>, which although not a training in this type of formation will prove valuable to those wanting to pursue careers in these areas.</p>
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>Candidates satisfactorily completing 60 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Certificate in Christian Spirituality.</p> <p>Candidates satisfactorily completing 120 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Diploma in Christian Spirituality.</p> <p>Candidates who accumulate all 180 FHEQ Level 7 credits will be eligible for the award of the Degree of MA in Christian Spirituality, of which 60 shall be associated with the submission of a Dissertation.</p>
PART 3 – TEACHING, LEARNING & ASSESSMENT		

28	<p>Programme teaching and learning strategies</p>	<p>Research Enriched Teaching and Learning</p> <p>Bearing in mind St Mary's University's <i>Research-Enriched Teaching and Learning Policy</i> (June 2012), research-enriched teaching and learning is embedded throughout the programme. All team members are research active, have doctorates and all are members of learned societies (e.g. Catholic Theological Association, Society for the Study of Christian Spirituality and American Academy of Religion). In addition, some staff are or have been on the editorial boards of learned journals. It is expected that all teaching staff will be engaged in scholarly and/or professional activity to inform and maintain the currency of the curriculum content, and remain aware of the definitions, concepts and practices involved in linking teaching, learning, and research. Seminars, symposia and conferences are organised by the School of Education, Theology and Leadership, and staff and students are encouraged to attend both these, and other external events.</p> <p>The programme itself has been developed in close collaboration with the University's Centre for Initiatives in Spirituality and Reconciliation (InSpiRe). Since its inception in 2012 the Centre has held four major international conferences on the study and practice of Christian spirituality, many of the proceedings of which are now available in St Mary's library as published volumes (e.g. <i>Sources of Transformation: Revitalizing Christian Spirituality</i>, eds. P. M. Tyler and E. Howells, Continuum, 2010, <i>Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition</i>, eds. P. M. Tyler and E. Howells, Routledge, 2017 and <i>Mystical Theology and Contemporary Spiritual Practice</i>, eds. C. Cook, J. McLean and P. M. Tyler, Routledge, 2018). These resources will form part of the bibliography for modules on the programme.</p> <p>Students will be supported by research training which will be embedded in each module at the start of their degree and individual face-to-face tutorials will be given to students to ensure and augment their understanding. Such provision draws on the years of experience of staff in successful supervision of students at every level of education from Undergraduate degrees through to doctoral level.</p> <p>Research-enriched teaching and learning is therefore ensured by:</p> <ul style="list-style-type: none"> • Modules being delivered by research-active staff; • The fostering of a spirit of curiosity and enquiry, and developing a concern for ideas and their application; • Reflecting on student learning and professional practice; • Debating the relationship between research, theory and professional practice; • Teaching and learning tasks and assessment opportunities designed to test intellectual processes and performances of understanding, and to encourage habits of reflective practice. <p>Teaching and Learning Methods</p> <p>Student learning will be supported by a variety of strategies across the programme, which will include:</p> <ul style="list-style-type: none"> • <i>Lectures</i>, to give overviews or detailed considerations of areas of knowledge or methods; • <i>Seminar discussion</i> based on prior reading or study tasks, to facilitate students growing in critical engagement with key texts from the tradition;
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		<ul style="list-style-type: none"> • <i>Student oral presentations</i> on particular topics or texts, to enable students to develop in articulating their understanding and application of knowledge and approaches to Christian spirituality and to develop presentation skills, use of IT etc. ; • <i>Multimedia platforms</i> such as online discussions and postings; • <i>Provision of materials</i> where appropriate (such as subject guides, handbooks, guided reading, and bibliographies); • <i>Individual supervision</i> for dissertation and essay work, to facilitate students' own research and growth in ability to pursue independent study.
29	Programme assessment strategy	<p>Strategy for Assessment</p> <p>The programme aims to use assessment as part of the learning process for students, rather than simply a means of assessing learning. This means that assessment tasks are designed to help students <i>achieve</i> the desired learning outcomes, rather than only <i>measuring</i> their achievements (although that will, necessarily, take place too). Forms of formative and summative assessment will vary, and include:</p> <ul style="list-style-type: none"> • <i>Shorter and longer essays, case studies and written reports</i> which enable students to develop skills in research and reflection, and (for longer pieces of writing) the sustained application of methods, approaches and texts which they are studying. As appropriate, some will include making connections between Christian spirituality and today's world and today's believing communities, in a variety of formats (e.g. a case study). Typically such assessment will total 7,000 – 7,500 words per module. As well as a list of topics for summative assessment provided by the module coordinator, students will have the opportunity to negotiate a specific (and appropriate) assessment topic with the module coordinator; • <i>Article and book reviews</i>, where students give an evaluative account of designated material to demonstrate the depth of their reading and the level of their understanding. • <i>The dissertation</i>, which is an enhanced form of essay for which students will receive individual supervision, normally 15,000 words. Students will prepare for the dissertation by presenting a draft proposal, in collaboration with tutors, which will receive formative assessment. • <i>Class oral presentations</i> by groups or individuals in a variety of formats (e.g. talk, debate, introducing a seminar discussion, question and answer) which enable students to research and communicate their learning in particular areas and (for group presentations) their collaborative skills. For these purposes, projectors and computer facilities are available for student use. Students receive oral feedback on all presentations; presentations which are summatively assessed receive formal written feedback too. <p>The programme affirms the University's stated aim that feedback be available to students within three weeks of submission/presentation.</p> <p>Prior to summative assessments and during the course of the modules, students are given opportunities to develop and expand their skills in engaging in critically-informed understanding and interpretation of primary and secondary sources through class presentations (individually or in small groups), and through contributing to and leading discussion and debate.</p>

		<p>Module outlines generally include 3 hours of individual tutorials which will facilitate feedback to students and give opportunities for students to discuss their learning and their approach to assessment tasks, both formative and summative. The dissertation includes 3 hours of corporate 'research induction' to the project, and up to 7 hours of individual supervision to enable students to gain the maximum appropriate advice and help in developing and completing their projects.</p> <p>Appropriate adjustments will be made to assessment tasks for students with particular needs, in consultation with appropriate professional assessment and advice.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<p>We have a dedicated Student Centre in the heart of the University. Their aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal one-to-one counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues. The convenor for each module will carry out the role of personal tutor.</p> <p>The Careers Service provides in curriculum delivery and one-to-one support for all students and alumni of the university. They also offer CareerConnect, an online platform that allows students to be able to manage their own employability if they are off campus. They run employer engagement events throughout the academic year and an online jobs board especially for St Mary's students and alumni.</p> <p>The department of Learning and Teaching also offers academic guidance to students through its Learning Development Lecturers.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> • Five yearly cycle of revalidation • Ongoing monitoring through the Programme Review process • Programme Boards • Consideration of marks and graduate profiles at Exam Boards • Engagement with programme student representatives • Engagement with approved external examiners