# St Mary's Logo and Crest

# [[BA THEOLOGICAL STUDIES (MEC)](https://www.stmarys.ac.uk/courses/courses.aspx)](https://www.stmarys.ac.uk/courses/courses.aspx)

## PART 1 – PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

### Partner institution and location of teaching (if applicable)

Mater Ecclesiae College, Rome

Teaching venue: Allen Hall Seminary and St Mary’s University

### Type of collaborative arrangement (if applicable)

Part-franchise

### Name and level of final award title

Theological Studies (Hons) BA

### Interim award(s) with award titles (if specific titles have been designated)

Diploma of Higher Education (DipHE)

Certificate of Higher Education (CertHE)

### Faculty or Institute with responsibility for the programme

Institute of Theology and Liberal Arts

### Language of study

English

### Joint Honours combinations

N/A

### UCAS code

V610

### JACS and Hectors codes

V610

### Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

### QAA subject benchmarks or other relevant external reference points

QAA Benchmark, Theology and Religious Studies (2014): <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-theology-religious-studies.pdf?sfvrsn=bd96f781_12>

UK Quality Code for Higher Education - FHEQ (Levels 4, 5, & 6)

### Normal completion time and maximum duration of study

Normal completion time:

Full-time study – 3-years

Maximum duration of study – 7 years (14 semesters)

### Mode of study and normal start month

Full-time

### Mode of delivery

Face to face

### Date approved and name of authorised body

Faculty Academic Development Committee, September 2020

### Valid cohorts, commencing study in (month/year)

From: September 2023-24

### Additional Programme Costs

Please visit the following link for more information on Additional Programme Costs:

<https://www.stmarys.ac.uk/additional-costs.>

## PART 2 – CURRICULUM SPECIFIC DETAILS

### Summary of the programme

The BA (Hons) Theological Studies programme offers academic specialisation in Catholic Theology leading to vocational/ministerial employability outcomes, combining ecclesial tradition and praxis with research-led academic reflection. The programme is exceptional in forming the civil component of a ‘dual stream’ award option with the STB (Sacra Theologiae Baccalaureus), a separate award designed and governed by the Congregation for Catholic Education in Rome.

### Aims of the programme

1. To provide a theological education suited particularly, but not exclusively, to those intending to work in Christian ministry, meeting the intellectual formation requirements for ordination in the Catholic Church.
2. To provide students with knowledge and understanding of key areas of theology.
3. To foster a critically reflective and accurate comprehension of the Christian tradition.
4. To enable an engaged discourse between a Christian Catholic worldview and the changing intellectual contexts of society.

### Criteria for admission

#### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary’s University as outlined in the [Admissions Policy](https://www.stmarys.ac.uk/policies/admissions-policy.aspx).

112 UCAS Points

International students should check the St Mary’s country-specific pages for equivalents. If English not first language, an IELTS score of 6.0 overall with no less than 5.5 in any section is required.

From September 2019 and for at least two years, the only applicants will be candidates that have already been accepted for a broad pattern of seminary training, and will as such be deemed suitable on a range of criteria which do not apply to this degree programme. In achieving alignment between St Mary’s admissions quotas and the ecclesial purpose of this programme, a measure of discretion may be required on occasion, to navigate between published and actual entry requirements.

Regarding international students, those presented for enrolment on the BA TS via seminary formation are expected to have a Tier 2 (‘Minister of Religion’) visa, meaning the sponsor is not St Mary’s University and Tier 4 UKVI monitoring protocols do not apply. With market delivery, international students will include Tier 4 visa holders, so full University sponsorship protocols will apply.

### Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-student.pdf?sfvrsn=5046f981_8).

|  |  |  |
| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 592 | 16.4% |
| Placement/work-based learning hours\* | 0 | 0 |
| Guided learning hours | 780 | 21.6% |
| Independent study time | 2228 | 62% |
| TOTAL | 3600 | 100% |

### Programme learning outcomes

On successful completion of this programme, students will be able to:

1. Display detailed knowledge of areas of theology most relevant to Christian ministry, including the theological study required of candidates for the Catholic priesthood.

2. Show a broad understanding of Christian theology in its academic and exploratory dimensions.

3. Exhibit understanding of the Scriptural roots of theology, informed by reasoned reflection and evaluation.

4. Show a sophisticated awareness of the development of tradition, and the range of interpretations surrounding that development in relation to particular issues.

5. Conduct a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, working with increasing independence to make informed and evaluative judgements.

6. Deal intelligently and sympathetically with the contexts and formulations of different periods of time and different geographical locations.

7. Treat conflicting views attentively, respectfully, and thoughtfully.

8. Evaluate those intellectual developments in society which have bearing on concerns of Christian theology.

### Programme structure and module requirements

**FHEQ Level 4 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| THS4020 | Church History 1: Origins to Early Modern Period | 20 | 1 | Core |
| THS4050 | Johannine Writings 2 | 10 | 2 | Core |
| THS4044 | Paul and the Catholic Epistles 1 | 10 | 1 | Core |
| THS4046 | Introduction to Sacraments | 10 | 1 | Core |
| THS4048 | Introduction to Liturgy 1 | 10 | 1 | Core |
| TRE4011 | Fundamentals of Systematic Theology | 20 | 2 | Core |
| THS4051 | Johannine Writings 1 | 10 | 1 | Core |
| THS4045 | Paul and the Catholic Epistles 2 | 10 | 2 | Core |
| THS4047 | Theology and the Eucharist | 10 | 2 | Core |
| THS4049 | Introduction to Liturgy 2 | 10 | 2 | Core |

**FHEQ Level 5 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| TRE5010 | God in Christ | 20 | 1 | Core |
| THS5032 | Canon Law 1 | 10 | 1 | Core |
| THS5034 | Fundamental Moral Theology 1 | 10 | 1 | Core |
| THS5022 | Church History 3: Reformation to French Revolution | 10 | 1 | Core |
| THS5041 | Prophets | 10 | 1 | Core |
| TRE5015 | Theological Anthropology | 20 | 2 | Core |
| THS5033 | Canon Law 2 | 10 | 2 | Core |
| THS5035 | Fundamental Moral Theology 2 | 10 | 2 | Core |
| THS5023 | Church History 4: French Revolution to Vatican II | 10 | 2 | Core |
| THS5042 | Historical Books | 10 | 2 | Core |

**FHEQ Level 6 Module**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| THS6034 | Marriage and Family Life | 10 | 1 | Core |
| THS6035 | Canon Law 3 – Canon Law of Marriage | 10 | 1 | Core |
| THS6010 | Ecclesiology and Mariology | 20 | 1 | Core |
| THS6036 | Personal Ethics | 10 | 1 | Core |
| THS6037 | Social Ethics | 10 | 2 | Core |
| THS6011 | Ecumenism and Interfaith | 20 | 2 | Core |
| THS6038 | Theology of Orders | 10 | 2 | Core |
| THS6039 | Penance and Anointing | 10 | 2 | Core |
| TRE6051 | Extended Essay | 20 | 1-2 | Core |

### Work placements or study abroad

N/A

### Links to industry and employability

At inception, this programme is offered only to those already enrolled in a broader pattern of seminary training with a view to ordained or religious ministry in the Catholic Church. As such, the programme is directly vocational as regards that expected outcome.

Personal Tutors are on-hand for careers advice and skills mentoring, and links with third-sector, Church, or educational professionals are utilised wherever there is demand from individuals or groups within a cohort.

In accordance with the generic skills listed in the QAA subject Benchmark Statement for Theology and Religious Studies, particular focus is given by module design and delivery around particular skills which will increase employability for the lay-person and widen the opportunities for those undertaking ministry in the Church. These skills include (but are not restricted to): Empathy and imaginative insight; self-discipline; self-direction; independence of mind and initiative; capacity for reflexive learning; commitment to lifelong learning; capacity to modify, suspend or otherwise change position when warranted; ability to gather, evaluate and synthesise different types of information; analytical ability and the capacity to formulate questions and solve problems; writing skills, including clarity of expression, citation of relevant evidence and authorities and accurate referencing; presentation skills, both oral and written; technological and media literacy, including the generation of documents and other resources; awareness of the importance of contemporary media as both a resource for study and a medium for theological and religious discourse; teamwork skills; ability to engage critically with the meaning of documents and recognise that meanings may be multiple.

It is intended for this programme to be available to lay persons on the open market in the future, and to serve the needs of those students the programme team will work closely with the careers service to deliver bespoke content each semester into core curriculum modules to enhance knowledge gained in relevant employer talks. Workplace Learning Modules will also be embedded into the programme prior to market delivery.

We work closely with our colleagues in IoE so there are PGCE introduction sessions for Level 6 in Semester 1, and follow-up appointments on interview performance and skills tests.

All students of any description will have full access to the St Mary’s Careers Service for the duration of their studies, to explore non-vocational (part time) work options or explore their long-term ambitions, if necessary.

### Programme awards

This programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx).

In order to qualify for the award of BA (Hons) students must have successfully achieved 360 credits. This is made up of 120 credits at each Level. To qualify for the DipHE students must have acquired 240 credits. To qualify for a CertHE, students must have acquired 120 credits.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### Programme teaching and learning strategies

Throughout, teaching and learning will acknowledge, respect, and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

Progression will lead to an increasing emphasis on critical thinking, self-direction, and independent study in the teaching and learning strategies deployed.

Teaching and learning methods will provide an appropriate balance from among the following:

• Variety of teaching formats: traditional lectures, seminars, multimedia content (e.g.. film clips, voting software), individual and group tutorials

• Large and small group work: e.g. class debates, guided reading exercises, quizzes

• Tutor-led and independent learning sessions

• E-learning: fullest possible use of Moodle platform for timely uploading of teaching resources, discussion forums, dissemination of resources and audio lecture capture where possible

• Exploration of a wide range of materials and sources, ancient and modern.

### Programme assessment strategy

The assessment strategy is designed to meet the Programme Learning Outcomes and is in line with university regulations and subject benchmarking.

The programme works on a feedback and ‘feed-forward’ basis, using assessment marksheets with a clear emphasis on what is required for the student to improve their mark in the following assignment or subsequent modules. Modules will involve some formative assessment, and all students are assigned a study tutor with whom to discuss particular needs and participate in individual tutorials on plans and drafts of work prior to submission. All module convenors are required to have weekly office hours (at either St Mary’s or Allen Hall) in term time, and Personal Tutors work with the student on a Personal Development Plan, interpreting a range of marksheets from different modules to unearth consistent patterns of strengths and weaknesses.

The variety of assessment methods used on the programme seeks to balance traditional learning and more contemporary approaches. There is a particular emphasis on oral means of assessment, in respect of the centrality of oral communication for vocational ministry in the Church.

In line with university policy, all assessment is graded, moderated, and returned within 3-weeks of submission.

## PART 4 – UNIVERSITY SUPPORT

### Student support and guidance

There is a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia.

In addition we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [**Togetherall**](https://togetherall.com/en-gb/) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provided tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary’s. These services are also available to St Mary’s alumni.

The Institute of Theology ensures all its students have a personal tutor, who with the use of the personal tutoring dashboard provides a front-of-house service for any support services that might be beneficial for the student.

### Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:

• Five yearly cycle of revalidation

• Interim review for collaborative provision

• System of Moderators for collaborative provision

• 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