

**MA CATHOLIC SOCIAL TEACHING**

## PART 1 – PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

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

N/A

### Type of collaborative arrangement (if applicable)

N/A

### Name and level of final award title(s) including sub-awards

Catholic Social Teaching (MA) Master of Arts

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

* Postgraduate Certificate in Higher Education
* Postgraduate Diploma in Higher Education

### Faculty or Institute with responsibility for the programme

Institute of Theology and Liberal Arts

### Language of study and assessment

English

### UCAS code

N/A

### JACS and HeCos codes

V600

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

N/A

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

* QAA Subject benchmark statement for Theology and Religious Studies, October 2014 (http\;//www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf), Appendix A covering Master’s degrees
* QAA Master’s Degree Characteristics Statement.
* 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.

### Normal completion time and maximum duration of study

* Full-time study – 1 year
* Part-time study – 2 or 3 years
* Maximum duration of study – 4 years

### Mode of study and normal start month

* Full-time / Part-time, September
* Full-time / Part-time, January

### Mode of delivery

Face-to-face, blended delivery

### Date approved and name of authorised body

Academic Board, 2021-22

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

From September 2023

### Additional Programme Costs

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

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

## PART 2 – CURRICULUM SPECIFIC DETAILS

### Summary of the programme

The programme provides at an advanced level a thorough education in the principles, history and application of Catholic Social Teaching: this is the area of Christian moral teaching which, as Pope Francis has said, helps us to understand that ‘each of us shares a calling to work for the common good’ (Address at meeting with civil authorities, La Paz, Bolivia, 8 July 2015).

### Programme Aims

The degree aims to give the student a comprehensive and advanced knowledge of Catholic social teaching across a wide range of subjects. This level of knowledge should enable the successful student to share this important field of theological reflection with others and, where appropriate, enhance what he or she is able to do in practical work in this field.

### 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).

In addition, candidates are expected to have:

* An upper second class honours degree or above from a UK university or equivalent, or a comparable professional qualification or relevant experience.
* Students on the Diaconate programme who achieve a Merit or above in the FdA Pastoral Ministry are eligible to be accepted onto this MA programme as part of their Diaconate Formation. Students on the programme who achieve a lower mark will be admitted to the programme as auditors.
* In line with the University Academic Regulations (D 3.1) students who have undertaken study or learning elsewhere can apply for exemption of 20 credits on this programme.
* Under the IELTS scheme students can apply with 6.5 points overall, or not less than 6.0 points in each subject area.
* Students from outside the UK, whether intending to study full-time, are eligible to apply for a Tier 4 visa to study on this degree, under the usual conditions and with the required contact points during the programme.

### Scheduled learning time

|  |  |  |
| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 300 | 18 |
| Placement/work-based learning hours | 0 (150 hours if SPJ7001 is chosen- replacing equivalent independent study time) | 0 (8) |
| Guided learning hours | 900 | 46 |
| Independent study time | 600 | 36 |
| TOTAL | **1800** | **100** |

A typical 1-year Masters level programme has a total of 1800 hours

### Programme learning outcomes

At the conclusion of the degree the student will be able to demonstrate through assessed work a thorough and advanced knowledge of the subject at Master’s level. Students will be able to:

(For Phase 1 modules, constituting the PG Certificate)

* Show a systematic understanding of the sources, principles and history of Catholic Social Teaching, together with an awareness of problems and new insights relating to this branch of moral theology;
* Show a systematic understanding of the techniques applicable (for example, detailed knowledge of documents from the Magisterium of the Catholic Church and an ability to keep up to date with new material which is being produced) to the study of social teaching and the ways in which they advance knowledge of it and its interpretation;
* Show evidence of knowledge and originality in the application of the principles of social teaching to specific issues and situations in the world;
* Show that they can evaluate critically advanced study, research and methodologies which are used in the field of social teaching, and where appropriate, propose new hypotheses.

(For Phase 2 modules, constituting the PG Diploma)

* Show a very detailed knowledge of the specific issues outlined in these modules
* Show a greater awareness of differing approaches to the topics concerned, and the need to make reasoned judgments about different approaches.
* Show an appreciation, where appropriate, of the practical challenges faced by people working in the areas studied in these modules - e.g. those working in third sector agencies, in radical movements such as the Catholic Worker communities and in the world of business and finance.

(For Phase 3, leading to MA in Catholic Social Teaching)

* Show in the dissertation the skills in the production of original research at Master’s level, with an ability to adopt a critical distance from their source material and to evaluate it critically Where appropriate this may include a variety of methods of accumulating information such as interviews and surveys.

### Programme structure and module requirements

* To qualify for the award of MA students must have successfully achieved 180 credits at level 7
* To qualify for the award of PG Diploma students must have successfully achieved 120 credits at level 7
* To qualify for the award of PG Certificate students must have successfully achieved 60 credits at level 7

**FHEQ Level 7 (Part-Time)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| MIN7001 | Pastoral Theology and Scripture | 20 | 1 | Core |
| CST7010 | Basic Principles and History of Catholic Social Teaching | 20 | 1 | Core |
| CST7011 | Catholic Social Teaching Applied | 20 | 2 | Core |
| CST7012 | The Theologies of Liberation and Political Theology | 20 | 1 | Core |
| THY7021 | Systematic Theology and Contemporary Themes | 20 | 1 | Option |
| THY7022 | Ecclesiology in Contemporary Perspective | 20 | 2 | Option |
| CST7013 | Global Development, the Environment and the Market | 20 | 2 | Core |
| THY7020 | Dissertation | 60 | 1 and 2 | Core Option |
| SJP7001 | Service-Learning Based Research | 60 | 1 and 2 | Core Option |

Please note that modules MIN7001, THY7020, THY7021 and THY7022 are offered as shared modules with other Theology programmes.

Students starting in January will undertake the same modules as above for conferment of the MA Catholic Social Teaching award beginning with SEM2 modules.

**FHEQ Level 7 (Full-Time)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status |
| MIN7001 | Pastoral Theology and Scripture | 20 | 1 | Core |
| CST7010 | Basic Principles and History of Catholic Social Teaching | 20 | 1 | Core |
| CST7011 | Catholic Social Teaching Applied | 20 | 2 | Core |
| CST7012 | The Theologies of Liberation and Political Theology | 20 | 1 | Core |
| THY7022 | Ecclesiology in Contemporary Perspective | 20 | 2 | Core |
| CST7013 | Global Development, the Environment and the Market | 20 | 2 | Core |
| THY7020 | Dissertation | 60 | 1 and 2 | Core Option |
| SJP7001 | Service-Learning Based Research | 60 | 1 and 2 | Core Option |

Please note that modules MIN7001, THY7020and THY7022 are offered as shared modules with other Theology programmes.

Students starting in January will undertake the same modules as above for conferment of the MA Catholic Social Teaching award beginning with SEM2 modules.

Students on the Full-Time course will not have access to THY7021.

### Work placements or study abroad

N/A

### Links to industry and employability

As a postgraduate qualification this MA degree will enhance the employment prospects of teachers and Higher Education lecturers. As the programme develops, along with other similar programmes in this country, it will help to build up a stock of people qualified to teach this subject at graduate level. The most important thing which students will gain from this programme is knowledge of what has been a neglected field of theological study in this country: in faith based schools and in charities which have a faith perspective this will be a considerable asset.

Ordained deacons are already in posts assigned to them by their diocesan bishop. Deacons with an MA in Catholic Social Teaching would be in a good position to be part of diaconate formation teams and teach on formation programmes. For priests too this degree would be a good option for ongoing formation programmes in different dioceses, clergy with this qualification will be obvious people to employ both in formation work and in furthering the Church’s witness for justice and peace. For students from other churches the qualification would similarly be useful for roles in formation and education.

In faith-based charities such as CAFOD an employee with this qualification would be in a strong position in terms of career development.

Some of the visiting speakers who will be engaged in the programme will be from organisations which will be potential future employers.

### Programme awards and regulations

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

* To qualify for the award of MA students must have successfully achieved 180 credits.
* To qualify for the award of PG Diploma students must have successfully achieved 120 credits.
* To qualify for the award of PG Certificate students must have successfully achieved 60 credits.

### Equality, Diversity and Inclusion

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential.

In accordance with QAA guidance and the University’s commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

### Widening Access and Participation

### As part of the university’s regulatory commitment with the OfS, through our approved [Access and Participation Plan](https://www.stmarys.ac.uk/about/corporate-information/docs/access-and-participation-plan-2020-24.pdf) , we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

* Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
* Monitoring and addressing any differences in retention rates between different student groups
* Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
* Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### Programme teaching and learning strategies

* The teaching and learning strategies for this programme gives considerable importance to lectures. The primary reason for this is that a lot of detailed knowledge (e.g. of the content of papal encyclicals) has to be imparted; since there are very few Foundation Degree and Bachelor Degree’s programmes which include this discipline, so much of this will be new to the students on the programme. A substantial lecture will form part of all the teaching sessions.
* The students will also take part in seminars. The frameworks and descriptors for postgraduate degrees, used to draw up the Programme Learning Outcomes stress that it is essential for students at this level to develop critical skills regarding things they have learnt. Many of the insights of Catholic Social teaching are challenged in public discourse, and students on this programme need to be skilled at understanding the arguments and engaging in debate: seminars and workshops are a good way to build up confidence for this.
* The proposer of this programme, through his work on the MA in Theology and the Foundation Degree in Pastoral Ministry, has substantial experience of managing a network of local mentors for part time students on both degrees who are in formation to be Permanent Deacons in the Roman Catholic Church. It is clear in other programmes that more needs to be done to offer support to students, even at postgraduate level, so the Programme Team will set up a formal network of local mentors for students in this programme; For those students who will be Parliamentary Interns supported by the Catholic Bishops’ Conference this mentoring role will be carried out by the staff of the Conference responsible for pastoral care of the Interns, and they have built up experience of this since the Intern scheme started. For students on the Permanent Diaconate formation programme a network of mentors will already be in place from the FdA in Pastoral Ministry which the students will have completed before beginning the MA. Lecturers and others involved in the programme will also provide online support to student through MyModules.

### Programme assessment strategy

Assessment of work for this programme will measure how far a student has shown a critical and investigative dimension in the work done, shown thorough engagement with the topics and analytical thought. It will be in line with chapter B6 of the QAA UK Quality Code for Higher Education, which describes how assessment is integral to the whole learning process. This expectation in the code is particularly important.

Higher education providers operate equitable, valid and reliable processes of assessment including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification.

For most modules in this programme the most substantial element to be assessed will be, in line with comparable programmes, an essay (70% in most cases). The assessment strategy for this piece of work will, in the case of the module Basic Principles and History of Catholic Social Teaching, aim at evaluating the student’s suitability for the whole programme and his or her grasp of the sources, principles and history of the tradition; in the case of the essay for Catholic Social Teaching Applied, the assessment will aim to measure the student’s detailed and advanced knowledge of two specific issues from those covered in the module. The way these essays are assessed will prepare the students well for any further studies at this level.

The critique of a journal article (30%) in module Basic Principles and History of Catholic Social Teaching will be submitted after the first 4 teaching sessions and assessed to establish that the student has grasped the overall rationale of the programme and of study of Catholic Social Teaching at this level. The essay assignment will be submitted towards the end of the semester after the conclusion of teaching sessions. In module Catholic Social Teaching Applied, student presentations (30%) will be given halfway through the teaching of the module and assessed to gauge the student’s understanding of all the issues addressed in the module and his or her skills in communication – including public speaking and the use of PowerPoint. Good communication skills are essential in many of the careers it is envisaged graduates will go onto so the development of these through rigorous assessment of this piece of work will be very helpful. For module Global Development the the Environment and the Market, it is proposed that a written examination will form part of the assessment.

Formative assessment tools used in mark sheets will be in line with those used in comparable programmes in the School of Education, Theology and Leadership. The module convenors will arrange one-to-one verbal feedback sessions. The programme will abide by the university expectation of making feedback available to students within three weeks in line with the University’s Assessment Policy.

Assessment will need to take account of the additional needs of some students. It is anticipated for a programme of this kind that this may primarily be the needs of some international students, particularly in the area of competence in English. The University offers English Language Support for international students and lecturers assessing work will also need to take account of additional needs in terms of the ability to write good English.

## PART 4 – UNIVERSITY SUPPORT

### Student support and guidance

We have 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 online 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. Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

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 job 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 convenor for each module will carry out the role of personal tutor. In addition, for students who are parliamentary interns support will be given by the staff at the Bishops Conference of England and Wales, who have considerable experience of supporting students at this level, and for students on the diaconate programme the network of mentors in local dioceses which supports students on the FdA in Pastoral Ministry will remain in place for the taught modules in this programme. For the dissertation module a supervisor will be appointed by the Programme Director. Advice in relation to extenuating circumstances or leave of absence requests will be given by the personal tutor / module convenor.

### 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.