

THE COMMON AWARDS

Programme Specification

MA in Chaplaincy Studies

2021-22 Entry

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1. Name of Programme

MA in Chaplaincy Studies

2. Department

Theology and Religion

AIMS AND LEARNING OUTCOMES

3. Educational and Formational Aims

The educational and formational aims of the programme are described in terms of the people for whom it is designed, the pedagogy it embodies, and the purpose it is intended to fulfil.

People

The aim of this programme is to offer postgraduate education in chaplaincy studies:

1. for candidates for chaplaincy ministries who have already studied theology to degree level
2. as continuing professional development at an advanced level for individuals engaged in chaplaincy work
3. for individuals wishing to pursue chaplaincy studies at postgraduate level.

The programme aims to offer education that is accessible to students with a wide range of professional and personal circumstances: many will be mature students, many will be employed and therefore studying part time, and many will be in active chaplaincy positions or fulfilling other forms of ministry. The programme will therefore be available in a variety of modes of learning and teaching, including traditional full-time learning, part-time learning, and distance learning supported by online and face-to-face engagement.

Pedagogy

The aim of this programme is to offer learning and teaching that:

1. enable students to pursue academic study and/or professional development in chaplaincy studies at postgraduate level
2. offer academically rigorous and research-oriented engagement with a range of disciplines and/or specialisms within chaplaincy studies that is oriented towards the realities of chaplaincy providers, the churches and wider society
3. by their modes of assessment and methods of learning and teaching enable students to develop as lifelong reflective learners.

Purpose

The purpose of the programme is to offer personal and professional development for those who serve as chaplains, work with chaplains, or wish to explore chaplaincy ministry, as well as to satisfy the aspirations of those students who undertake their studies to enhance, broaden, and deepen their discipleship and ministry in other contexts.

From a professional point of view, the aim of the programme is to:

1. offer pathways of study that contribute to meeting the range of professional and vocational criteria for those who serve as chaplains or in chaplaincy-related contexts
2. satisfy the aspirations of those students who undertake their studies to enhance, broaden, and deepen their discipleship and ministry in other contexts
3. provide a firm basis from which to pursue postgraduate research in chaplaincy studies.

From a personal perspective, the aim of this programme is to develop dispositions that are congruent with, and necessary for effective chaplaincy for the church, for chaplaincy providers, and for the world.

The aims of the programme are that learners completing the programme will have become:

1. open to the questions, insights and ongoing formation generated by engagement with research and thinking at the forefront of specialised areas of study or professional practice in chaplaincy studies, and willing to go on being transformed by them
2. aware of the critical skills and disposition needed to go on reading independently about the role of a chaplain, chaplaincy providers, the church, and the world in the light of Christian theology
3. more passionate, articulate, and prayerful advocates for the mission of God
4. more generous, open, and empathetic in engaging and cooperating with others in and beyond the church and chaplaincy contexts, while, as appropriate, expressing their own identity with integrity and sensitivity.

4. Programme Learning Outcomes

Subject Specific Knowledge (SSK)

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

1. Demonstrate a systematic understanding and depth of knowledge of areas of study or of professional practice in chaplaincy studies that is informed by research and original thinking at current boundaries of the subject.
2. Understand, assimilate, and evaluate critically methodologies and findings of advanced scholarship and research in chaplaincy studies.
3. Demonstrate an understanding of a range of methods of analysis and inquiry in chaplaincy studies and an in-depth engagement with methods applicable to their chosen field of research or enquiry.
4. Give a critical and comprehensive account of a range of methods for relating issues in chaplaincy studies to aspects of faith, church, and society.

Subject Specific Skills (SSS)

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

1. Apply their knowledge to undertake independent investigation of areas of study or of professional practice, reaching valid conclusions, some of which may be original, and report these findings effectively within the conventions of the relevant academic or professional community.
2. Evaluate and apply methodologies, develop critiques of them and, where appropriate, propose new hypotheses.
3. Reflect theologically in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with complex, unpredictable, and ambiguous realities in the world today.
4. Contribute to the debates at the forefront of chaplaincy studies.

Key Skills (KS)

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

1. Carry out systematic and creative research into complex issues and communicate their findings with clarity, sensitivity, fairness, and imagination to specialist and non-specialist audiences.
2. Demonstrate initiative, self-direction, and independence in tackling and solving problems, and in planning and implementing tasks.
3. Exercise their independent learning skills to pursue further professional development or academic study.

DELIVERY OF THE PROGRAMME

5. Learning and Teaching Methods

Teaching methods are to be specified by each TEI using the published guidance on modes of teaching and learning.

6. Summative Assessment Methods

Summative assessment to be specified by each TEI using the published guidance on assessment patterns for postgraduate modules.

7. Formative Assessment Policy

Formative assessment to be specified by each TEI using the published guidance on assessment patterns for postgraduate modules.

8. Assessment criteria

TEIs are required to use to the published Common Awards Assessment Criteria for all Common Awards programmes. The Common Awards specific assessment criteria is aligned to Durham University's generic assessment criteria and Level Descriptors.

STRUCTURE OF THE PROGRAMME

9. Outline syllabus for the programme

Total credits overall:	Minimum credits at Level 7:	Maximum credits at Level 6, or relevant biblical language modules at levels 4 and 5:
180 credits	150 credits	30 credits

The programme may be studied full time over 12 months or part time over 2, 3, or 4 years.

Each TEI will be responsible for developing pathways that ensure all students have the opportunity to achieve the programme learning outcomes.

Compulsory Modules

All students will study the following modules (80 credits):

TMM42220 - Research and Reflection: Resources and Methods

TMM46560 - Dissertation in Chaplaincy studies

List A

All students will study 3 modules (60 credits) from List A:

TMM42520 - Chaplaincy and Christian Mission

TMM43020 - Reflective Practice Placement

TMM43620 - Reflective Practice: Inhabiting Public Ministry

TMM44120 - Reflective Practice: Relationships and Emotional Management in Ministry

TMM46220 - Moral Issues in Chaplaincy

TMM46320 - Multi-Faith and Secular Dimensions of Chaplaincy

TMM46420 - Chaplaincy in Organisational Context

Other Modules

All students will study a further 40 credits:

Either 2 further modules from list A

Or

1 further module from list A and 20 credits of other Common Awards modules from Level 6 or Level 7, or biblical languages modules at levels 4 and 5.

Or

40 credits of other Common Awards modules from Level 6 or Level 7, or biblical languages modules at levels 4 and 5.

10. Research training element of the programme

All students will undertake the core Research and Reflection: Resources and Methods module that will focus on appropriate methodologies for the field of study that the student wishes to pursue in their Dissertation. In addition, the module will equip students to understand and observe appropriate professional and academic codes of conduct and enable them to recognise and act on ethical issues related to their research.

For their Dissertations, students may choose from discipline-based research or a research project with a professional development focus. The institution's Board of Examiners must approve dissertation proposals and students must be allocated supervisors with the appropriate expertise for the students' chosen fields of research. In some cases, where the student is sponsored for postgraduate study by the chaplaincy provider or church, the appropriate scrutiny body must approve the student's research proposal. In general, however, students on these programmes are unlikely to be supported through national research councils.

11. Indicate which modules are pre- / co-requisites within the programme

There are no pre- or co-requisites for modules in this programme.

12. Typical Admissions Requirements

Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study. Normally students will need a good degree (or other level 6 qualification, such as a Graduate Diploma) in theology, although graduates (classed as first-class or 2:1 honours) in other disciplines with experience of Theology or Religious Studies to at least undergraduate Certificate level (awarded with credit or distinction, or with an overall mark of at least 60%) may also be admitted to the programme. Given its professional development orientation, students are likely to be preparing for a ministerial or related vocation or be actively engaged in such a profession.

In general, up to a maximum of 60 credits of accredited prior learning may be granted to students who have evidence of, or can demonstrate learning that fulfils, the relevant learning outcomes of the Master's programme (by completing a portfolio of work, for example).

Students for whom English is their second language should have achieved a score of 7.0 with no component under 6.5 in an IELTS examination, or equivalent.

Each TEI has an Admissions Policy and is responsible for proposing its own specific entry requirements, in line with the generic entry requirements for Common Awards.

13. Field trips, placement and related opportunities

TEIs should refer to the published guidance on field trips, placements and other related opportunities.