

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	PG Cert, PG Diploma, MSc
Award title	MSc in Pastoral Sciences for Religion and Education
JACS 3 code	
UCAS code (available from Admissions)	N/A
Relevant QAA subject benchmark statement/s	The QAA subject benchmark statement for Theology and Religious Studies (TRS) (2007) provides a general framework for undergraduate programmes which attempts to map out an enabling curricular range for TRS without undue prescription, and recognising also that the general subject area embraces approaches from a variety of subject areas and disciplines including Anthropology and Archaeology, Classics, Cultural Studies, Economics, Education, Ethics, Health Studies, History, Language(s), Law, Literature, Media Studies, Natural Sciences, Philosophy, Political Science, Psychology, Sociology, Social Policy & Social Work, and the Visual & Performing Arts. For the purposes of this taught programme at MSc level the inter-disciplinary base of the core subjects outlined in the benchmark statement is to be recognised as a starting point. M-level programmes in this area, which focus on opportunities for professional reflection in faith-based and religion-related practice, are characterised by their multi-disciplinary nature, although the key underpinning feature is the

	taught research methods focus to the study. In these terms, therefore, the benchmark statement provides an outline of the range of knowledge, skills and expertise which students will have acquired at undergraduate level, and which will be developed at an advanced level through their own work and progression through the programme.
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study (p/t, f/t, distance learning)	Part-time
Language of study	English and Welsh
Date at which the programme specification was written or revised	December 2014
Criteria for admission to the programme	
<p>Admission to the programme is in accordance with the entry criteria outlined in Glyndŵr University's guidelines for taught Master's degrees. Glyndŵr University Regulations for Taught Master's Degrees provide the following as standard entry criteria for admission to a Taught Master's Degree programme:</p> <p>Entry</p> <ol style="list-style-type: none"> 1. Candidates must, unless able to satisfy 2 below, hold one of the following qualifications prior to commencement of the scheme: <ol style="list-style-type: none"> (a) an initial degree awarded by an approved degree awarding body; (b) a non-graduate qualification which Glyndŵr University has deemed to be of a satisfactory standard for the purpose of postgraduate admission. 2. A non-graduate may be accepted as a candidate provided that he/she has held, for a minimum of two years, a responsible position which is relevant to the programme to be pursued within the previous five years. <p>Additionally, a prospective candidate who already holds a doctoral degree shall show that the Master's Degree programme to be pursued is in a different field of study from that for which the doctoral degree was awarded.</p> <p>Since the aim of the programme concerns the personal and professional development of reflective practitioners within the field of pastoral sciences, entry to the programme is normally conditional on post-graduate/post-experience eligibility within an appropriate field of professional practice within faith-based and religion-related contexts. These criteria are to be assessed via the candidate's CV and, where appropriate, by professional references. As a result of the professional basis of the programme, candidates for the degree of MSc in Pastoral Sciences for Religion and Education must have access to a professional setting in a field appropriate to the programme of study, and must notify Glyndŵr University of any</p>	

change in circumstances that restricts access to the professional setting. This may result in their suspending or withdrawing from their studies.

In terms of currency of professional practice, and notwithstanding the requirements of entry detailed above, it will normally be the case that currency will be adjudged to be three years professional experience to have been undertaken in the previous five years. Within this context professional practice is understood to include the various forms of voluntary engagement at a professional level that characterise practice within the faith-based and religion-related sector.

Whenever such practice includes contact with the young or vulnerable the relevant Disclosure and Barring Service (DBS) procedures apply equally to employed and volunteer engagement.

All candidates are interviewed prior to entry, and provided with appropriate advice and guidance on the nature, demands and requirements of the programme. A key feature of this process is some degree of screening so as to ensure that candidates are adjudged to be able to complete the requirements of the full programme.

Because the programme is designed to be operated through the framework of residential seminars candidates exploring participation within the programme are normally invited to attend a residential session prior to applying for a place on the programme in order to ascertain whether the programme offers to them what they are seeking and whether they in turn are able to make a significant contribution to the working seminars. The purposes of this are similar to an 'open day', and it is understood by candidates that they pay only their travel and residential costs at Gladstone's Library. Although such candidates would normally be expected to attend a residential in either October or January (where they would be encouraged to complete application forms for the programme so that they may be immediately enrolled and then invoiced for their commencement of study), occasionally such candidates might attend the June residential, if it is felt that this is necessary to keep their interest in the programme or if they are at a more initial stage of exploration.

Candidates require the support of referees who are able to commend both their academic capabilities and their professional practice.

Accreditation of Prior (Experiential) Learning AP(E)L

The structure of the proposed programme does provide some limited opportunity for students to access the programme with advanced standing, but this needs to be within a cognate subject in the areas of faith-based and religion-related education and the candidate must be able to demonstrate sufficiently developed knowledge and skills in a relevant range of research methodologies. It is not anticipated that this admissions route will be widely used, and any applications for AP(E)L will be considered in accordance with the University's criteria and approval procedures.

The programme is also governed by Glyndŵr University's policy on English language proficiency for study at postgraduate level. Where a prospective candidate's first language is not English or Welsh, the candidate must provide evidence at application that he/she has attained the required standard in a recognised test of English Language ability (IELTS 6.5 minimum).

Due to the mode of programme delivery and flexible module selection, candidates are able to enter the programme easily at two points in the year (which relate to the two 30-credit module submission dates for part 1 and also the timing of the three residential seminars at Gladstone's Library). Intake 1: January/February 2015). Intake 2: September/October 2015.

Aims of the programme

Setting the Programme context: rooting pastoral sciences within empirical theology

The notion of pastoral sciences was brought into particular international visibility by the launch of the bilingual journal *Pastoral Sciences: Science Pastorales*, published by St Paul's University, Ottawa in 1981. The field of pastoral sciences stands alongside the cognate fields of pastoral theology and practical theology, but is distinguished from those cognate fields by the particular approach to and understanding of theology on which it builds and to which it contributes. All three fields (pastoral sciences, pastoral theology, and practical theology) are concerned with the interface between the broader disciplines of theology (concerned with the rational reflection on reported experience of God variously conceived) and practical life and experience encountered in the broader (and secular) world. Pastoral theology has tended to be shaped more by a Catholic tradition and tended to give priority to matters shaped by the life of the church (for example, matters like liturgy, homiletics and catechesis). Practical theology has tended to be shaped more by a Reformed tradition and tended to give priority to matters shaped by the life of the world (for example, matters like ethics, justice and politics).

The distinctive theological approach that informs and characterises contemporary approaches to pastoral sciences is that of empirical theology. Empirical theology was brought into particular international visibility by the launch of the *Journal of Empirical Theology* in 1987 and the formation of the International Society for Empirical Research in Theology (ISERT). The contemporary form of empirical theology has been shaped especially by the pioneering work of Hans van der Ven in the Netherlands and by Francis' Research Group in England and Wales. The dialogue between these two pioneering approaches has been well documented by Mark Cartledge (1999) in his paper 'Empirical theology: Inter- or intra-disciplinary?' published in *Journal of Beliefs and Values*.

What makes empirical theology so distinctive is the incorporation of social scientific theories and methods within the activity of theology itself. Theology as a discipline has always been characterised more by the nature of its subject matter (God, or rather human experience of God) than by the nature of the academic tools or methodology by which that subject matter is studied. Thus, Christian doctrine has tended to borrow tools shaped within philosophy departments, Church history has tended to borrow tools shaped within history departments, and biblical studies has tended to borrow tools shaped in departments concerned with study of languages (particularly Greek and Hebrew) or with the study of literature (like source criticism, form criticism, or redaction criticism). It is therefore a natural progression that those aspects of theology concerned with the study of people (for example, matters like liturgy, hermeneutics and catechesis) or with the study of society (for example, matters like ethics, justice and politics) should borrow tools shaped through the social sciences in departments of sociology and departments of psychology.

It is this rootedness in empirical theology that gives pastoral sciences its distinctive academic appeal, appropriately locates this activity within a broader Institute concerned with disciplines like psychology rather than within the humanities, and is properly associated with a masters programme designated as MSc rather than MA. At the same time, empirical theology properly contextualises the attachment to perspectives associated with the social sciences within dialogue with other established sciences associated with the rigorous study of human experience of God. This proposed MSc programme therefore properly includes modules concerned with methods like historical enquiry and philosophical enquiry, alongside modules concerned with methods like quantitative studies and qualitative studies.

The overall ethos of this MSc programme in pastoral sciences is designed to develop practitioners within relevant faith-based and religion-related fields as research-based reflective practitioners equipped to bring theoretical and empirical scientific perspectives to matters of practical and critical relevance within their individual professional spheres. In so doing the programme has been designed as a recognised platform into level eight enquiry within the current DMin in Religion and Education or for MPhil / PhD study in Pastoral Sciences. This MSc in Pastoral Sciences for Religion and Education provides Glyndŵr University with a pioneering masters programme that is destined to become a leading internationally recognised innovation within the field of the continuing professional development of faith-based and religion-related professional practitioners.

The overall aim of the programme is to equip professionals engaged in areas of faith-based and religion-related fields to function effectively as reflective practitioners, by means of level 7 modules designed to introduce an appropriate range of research methods relevant to the practitioners' professional experience and to prepare (those wishing to continue their studies further) for independent level 8 research-based and practice-orientated enquiry within a field related research degree programme. It can be seen as having the following detailed aims:

- to provide opportunities for advanced and sustained levels of reflection on professional practice in the area of pastoral sciences;
- to enable students to explore, develop and apply, at an advanced level, a range of research-related methodological approaches to the study of and reflection on professional practice in the area of pastoral sciences;
- to provide opportunities for students to acquire, through teaching and supervision and their own professional practice, advanced knowledge and understanding of the background literature and critical approaches to research in the areas of pastoral sciences and professional practice;
- to ensure that students develop and can demonstrate, at an appropriately advanced level, the range of transferable, personal and generic skills required for a taught Master's programme, critical thinking and reflection on professional practice;
- to enable students to make an independent contribution to the advancement of professional knowledge and practice in the area of professional pastoral sciences.

These overall aims, which are embedded into the design of the dissertation element of the programme, provide the basis against which the programme can be seen to be wholly in accordance with the standards expected within the FHEQ framework as outlined in more detail below. The programme is clearly mapped to Level 7 of the Qualifications Framework.

The main emphasis within the programme lies with the development of professional practice and the contribution to professional knowledge and understanding.

Distinctive features of the programme

The scope and range of curriculum within the MSc programme is predominantly based on teaching research methods and providing opportunities for students to engage, apply and develop a range of research and methodological approaches to their own professional practice and to provide also opportunities for their own professional development and reflection. The curriculum has been designed to support the development of reflective practitioners within the field of pastoral sciences up to MSc level, and to provide a platform for entry into level 8 research programmes in pastoral sciences. The programme has been conceived as incremental and developmental in light of the professional needs and professional constraints on the educational environment and experience of committed and

busy practitioners. Within this programme there are appropriately graded exit points with appropriate opportunities for entry, exiting and re-entry as suiting the changing needs and aspirations of practitioners (in accordance with the University's regulations for Taught Master's programmes).

At one level, therefore, this open process-based curriculum model should be seen as providing the most appropriate "structured flexibility" for independent practitioners in pastoral sciences to progress their own professional development on the basis of an 'ascending spiral-based' approach as they progress through parts 1 and 2 of the programme. The curriculum is, therefore, staged to enable students to apply, develop and then extend their own professional practice and academic skills, culminating in the submission of an extended study in the form of an 18,000-word dissertation at the end of 3 years of study.

During Part 1 of the programme, the emphasis is placed on providing students with the opportunity to engage with an appropriate range of dynamic and challenging concepts and methods and to apply these to their professional experience and contexts. The curriculum has therefore been designed to enable course participants to explore a range of research methods relevant to their particular areas of professional expertise. Modules delivered in Part I of the programme are designed to provide opportunities to learn about and to apply a range of research approaches to contexts identified in their professional practice through the selection of four optional 30-credit modules in the following areas:

- Ethnographic Studies
- Interview Studies
- Qualitative Studies
- Historical Studies
- Philosophical Studies
- Quantitative Studies
- Theological Studies
- Questionnaire Studies
- Biblical Studies
- Sociological Studies
- Psychological Studies

Given the pastoral Sciences approach to this MSc programme, students will normally be required to select at least two scientifically-based modules during Part 1.

At Part 2 there follows a more detailed study, drawing on one or more research approach within the context of the 18,000-word dissertation (60 credits).

The programme embraces a number of areas of study (referred to as "streams") directly relevant to areas of professional practice. The streams may include:

- Church School Studies
- Religious Education
- Rural Ministry
- Urban Ministry
- Pastoral Ministry

- Chaplaincy Studies
- Youth Ministry
- Children's Ministry
- Cathedral Studies
- Pentecostal and Charismatic Studies
- Ecumenical Studies
- Catholic Studies
- Anglican Studies
- Preaching and Worship
- Implicit Religion
- Cultural Studies
- Ministry Studies
- Religion and Social Action
- Religion and Development education
- Religious and Spiritual Experience

Although students' interests may cluster around any of these streams an initial 7 streams would be the focus of both marketing and promotion of the programme.

Rural ministry
Church School Studies
Religious Education
Implicit Religion
Religious and Spiritual Experience
Ordinary Theology
Prayer Studies

These reflect already identified markets, and also reflect new expertise available to the programme. For example, "Religious and Spiritual Experience" in response to the Alister Hardy Research Centre's recent location at Glyndŵr University, which specialises in Religious and Spiritual Experience and the appointment of Professor Jeff Astley. "Ordinary Theology" in response to the appointment of Professor Jeff Astley, who has originated the area of study. "Prayer Studies" in response to the expertise of Dr Tania ap Sion in this area of study and the growing interest in Prayer.

Students will have begun to consider which stream is appropriate for them through the interview process and the initial residentials (including the residential attended immediately prior to formal application). This process helps to identify which streams are common to the group and how best to structure the residentials. For example, depending on how many or which streams are identified, it might be appropriate for smaller group seminars to take place at times within the residential programme.

Benefits of studying the Programme

The programme provides a framework to support the academic and professional development of practitioners working within a range of faith-based and religion-related contexts relevant to pastoral sciences by means of theoretical and applied areas of study and enquiry. Appropriate attention is given to research methods appropriate for a range of theoretical and applied perspectives. The programme builds on an appreciation and evaluation of established M-level programmes within a range of institutions, tailored for the specific requirements, needs and opportunities of practitioners working within the UK and further afield.

The benefits to potential students are both personal and professional. In a personal capacity the programme is designed to enhance the practitioners' appreciation of and competences

within their professional field. In a professional capacity the programme is designed to equip practitioners for progression within their chosen career structure.

This area has also been covered through dialogue with the Churches serving in Wales which provide informal oversight of professional development in this field, but without the formal structure of a professional, statutory or regulatory body. In addition, there has been dialogue with relevant System Leaders within Local Authorities in Wales in relation to non-church school contexts, and the Alister Hardy Research Centre in relation to Religious and Spiritual Experience.

Programme structures and requirements, levels, modules, credits and awards

(i) Overall Structure

The structure of the programme is wholly in line with the University's modular credit-based architecture for Taught Master's programmes, with a two-stage progression through part 1 and part 2. The award of MSc is for the completion of 180 credits of study. All awards are named awards in Pastoral Sciences for Religion and Education.

Where a student is registered for a programme of study for a MSc and elects to terminate their programme of study after completing part 1 modules they will be eligible for an exit award of postgraduate diploma for 120 M-level credits; postgraduate certificate for 60 M-level credits. At Part 1, students are required to take 4 out of a possible 11 taught research methodology based modules, each of which provides opportunity for the application of a methodological approach to the study of a chosen area of knowledge and professional practice.

On successful completion of the four 30-credit research methodology based modules, candidates progress to Part 2 where they are required to complete a 60-credit Dissertation. On completion of this they are eligible for the final award of MSc.

The proposed MSc programme has a structure which is outlined below:

PART 1

Year 1

30-credit module + 30-credit module

Exit point: PGCert in Pastoral Sciences for Religion and Education

Year 2

30-credit module + 30-credit module

Exit point: PGDip in Pastoral Sciences for Religion and Education

PART 2

60-credit Dissertation

Exit point (full award): MSc in Pastoral Sciences for Religion and Education

(ii) Outline of Modules by Part 1 and Part 2 of the MSc

PART 1:

The Taught modules are designed to provide a foundation for the development of research-based professional practitioner approaches to a wide range of issues within the field of pastoral sciences and to provide the basis for Master's level Dissertation at Part 2.

Ethnographic Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of ethnographic research methods in the study of pastoral sciences. Students are taught the principles of ethnographic techniques and critically analyse the use of ethnographic methods in relation to a selected context(s) and in particular research projects.

Interview Studies in Pastoral Sciences This module aims to enable students to understand and critically evaluate the use of interview research methods in the study of pastoral sciences. Students are taught the principles of interview techniques and critically analyse the use of interview methods in relation to a selected context(s) and in particular research projects.

Qualitative Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of qualitative research methods in the study of pastoral sciences. Students are taught the principles of qualitative techniques and critically analyse the use of qualitative methods in relation to a selected context(s) and in particular research projects.

Historical Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of historical research methods in the study of pastoral sciences. Students are taught the principles of historical techniques and critically analyse the use of historical methods in relation to a selected context(s) and in particular research projects.

Philosophical Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of philosophical research methods in the study of pastoral sciences. Students are taught the principles of philosophical techniques and critically analyse the use of philosophical methods in relation to a selected context(s) and in particular research projects.

Quantitative Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of quantitative research methods in the study of pastoral sciences. Students are taught the principles of quantitative techniques and critically analyse the use of quantitative methods in relation to a selected context(s) and in particular research projects.

Theological Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of theological research methods in the study of pastoral sciences. Students are taught the principles of theological techniques and critically analyse the use of theological methods in relation to a selected context(s) and in particular research projects.

Questionnaire Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of questionnaire research methods in the study of pastoral sciences. Students are taught the principles of questionnaire techniques and critically analyse the use of questionnaire methods in relation to a selected context(s) and in particular research projects.

Biblical Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of biblical studies research methods in the study of pastoral sciences. Students are taught the principles of applied biblical studies techniques and critically analyse the use of biblical studies methods in relation to a selected context(s) and in particular research projects.

Sociological Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of sociological research methods in the study of pastoral sciences. Students are taught the principles of applied sociological techniques and critically analyse the use of sociological methods in relation to a selected context(s) and in particular research projects.

Psychological Studies in Pastoral Sciences This module aims to enable students to understand and evaluate the use of psychological research methods in the study of pastoral sciences. Students are taught the principles of applied psychological techniques and critically analyse the use of psychological methods in relation to a selected context(s) and in particular research projects.

PART 2 (Level 7)

Dissertation. This dissertation builds on the research skills developed through the chosen options taken during Part 1. The research method/s employed in the dissertation must have been employed at level 7. The Dissertation is designed to hone research skills and to resource capacity for independent study.

The MSc is available as a part-time programme only.

Table of Modules

	Module code	Module Title	Core/ Option	Credit Value	Year of Study	Module Leader
Part One	REL740	Ethnographic Studies in Pastoral Sciences	optional	30	1/2	Tania ap Sion
	REL741	Interview Studies in Pastoral Sciences	optional	30	1/2	Jeff Astley
	REL742	Qualitative Studies in Pastoral Sciences	optional	30	1/2	Tania ap Sion
	REL744	Philosophical Studies in Pastoral Sciences	optional	30	1/2	Jeff Astley
	REL743	Historical Studies in Pastoral Sciences	optional	30	1/2	William Kay
	REL745	Quantitative Studies in Pastoral Sciences	optional	30	1/2	Leslie Francis
	REL746	Theological Studies in Pastoral Sciences	optional	30	1/2	Jeff Astley
	REL747	Questionnaire Studies in Pastoral Sciences	optional	30	1/2	David Lankshear
	REL748	Biblical Studies in Pastoral Sciences	optional	30	1/2	William Kay
	REL749	Sociological Studies in Pastoral Sciences	optional	30	1/2	Tania ap Sion
	REL750	Psychological Studies in Pastoral Sciences	optional	30	1/2	Leslie Francis
Part Two	REL751	Dissertation	core	60	3	Tania ap Sion

Intended learning outcomes of the programme

The table overleaf provides details of the intended learning outcomes at each of the award stages of the MSc programme – from MSc, through intermediate awards of Postgraduate Diploma and Postgraduate Certificate.

Level	Intended Learning Outcomes
Postgraduate Certificate in Pastoral Sciences for Religion and Education	<p>A Knowledge and Understanding</p> <p>A1. Possess well-developed knowledge and understanding of a subject area relevant to their work place.</p> <p>A2. Provide evidence for the critical review and assessment of existing knowledge and current practice in the discipline or area of professional practice.</p> <p>A3. Display a critical understanding of an appropriate range of specialised research knowledge and skills through the review and application of research proposals and the use of techniques/methodologies in their research.</p> <p>A4. Display an ability to apply theory to professional practice in the field of pastoral sciences.</p> <p>B Intellectual Skills</p> <p>B1. Display a critical understanding of knowledge and techniques in relation to the specific research programme followed.</p> <p>B2. Plan research work which is original, coherent and significant to their professional area.</p> <p>B3. Critically appraise research methods for their appropriateness to the area of enquiry.</p> <p>C Subject Skills</p> <p>C1. Display an ability to apply theory to professional practice.</p> <p>C2. To work independently dealing with a range of situations and problems related to their professional practice.</p> <p>C3 Provide evidence of well-developed and critical understanding of a range of methods and systems of practice in the field of pastoral sciences.</p> <p>C4 Provide implications for the further development of their specific professional practice in relation to their own work, its context, and the form future development would take in relation to specific examples associated with their research areas.</p> <p>D Practical, Professional and Employability Skills</p> <p>D1. Apply and develop appropriate techniques/methods in research and scholarship.</p>

	<p>D2. Communicate, discuss, evaluate and defend ideas and conclusions to the satisfaction of peers and to non-specialist audiences.</p> <p>D3. Present information/reports clearly and concisely at a level equivalent to a professional journal article in their field.</p> <p>D4. Collect record and interpret qualitative and/or quantitative data and demonstrate skills in extended and critical academic enquiry.</p> <p>D5. Recognise, and describe problems in the work place, plan and implement solutions.</p>
Postgraduate Diploma in Pastoral Sciences for Religion and Education	<p>In addition to the Learning Outcomes above, Postgraduate Diploma students will also be able to:</p> <p>A5. Make informed judgements on interrelated and complex issues in the area of pastoral sciences practice, and be able to present findings, ideas and conclusions clearly and effectively to specialist and non-specialist audiences.</p> <p>A6. Undertake research and development at a well-developed level and with reference to an appropriate range of current literature in their field and to evaluate current techniques, ideas, or approaches to pastoral sciences.</p> <p>A7. Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility in complex situations, in the professional environment and context of pastoral sciences.</p>
MSc in Pastoral Sciences for Religion and Education	<p>In addition to the Learning Outcomes above, Postgraduate Master's students will also be able to:</p> <p>A8. Make extended and critical judgements on complex issues in the area of pastoral sciences practice, attempting an original contribution to existing approaches and thinking in relation to specific problems and issues following extended critical review. They should also be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences at a level and quality comparable to journal articles within the field.</p> <p>A9. Undertake extended pure and/or applied research and development of argument at an advanced level, contributing to the development of techniques, ideas, or approaches to pastoral sciences.</p> <p>A10. Demonstrate, at an appropriately advanced level, the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and independent action in complex and unpredictable situations, in the professional environment and context of pastoral sciences.</p>

CURRICULUM MATRIX: MODULES MAPPED AGAINST KEY SKILLS

As outlined above, the programme does aim, across all two parts, to enable students to demonstrate and evidence a range of key skills areas. The mapping of these key skills in relation to the modules are detailed overleaf.

CURRICULUM MATRIX demonstrating how the overall programme outcomes (in terms of knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills) are achieved and where skills are developed and assessed within individual modules. Where the skills are specific to the Diploma and/or Master's levels, this is clearly indicated at the top of the table.

								Dip/ MSc	Dip/ MSc	Dip/ MSc	MSc	MSc	MSc												
	Module Title	Core/ Opt		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
L e v e l 7	Ethnographic Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Interview Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Qualitative Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Historical Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	Philosophical Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	Quantitative Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Theological Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	Questionnaire Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Biblical Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			✓
	Sociological Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Psychological Studies in Pastoral Sciences	O	30	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Dissertation	C	60	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The MSc in Pastoral Sciences for Religion and Education is intended to promote the development of reflective practice within the field of pastoral sciences in religion and education. The programme is delivered by means of flexible and distributed learning in collaboration with the St Mary's and St Giles' Centre, with which the University has a Memorandum of Understanding and with which the University has developed a broad faculty of internationally recognised expertise in the field of pastoral sciences. The Programme will be delivered alongside the DMin residential seminars currently held at Gladstone's Library, which is designed as a residential centre for learning and teaching with well-resourced library facilities. In order to fulfil the requirements of the programme candidates are required to attend three residential seminars in the course of each year.

Where numbers allow or necessitate, separate seminar groupings at the residentials are convened in line with the range of specialist streams identified within the field of pastoral sciences (for example, church school studies, religious education, rural ministry, implicit religion, and religious and spiritual experience, prayer studies – with designated staff members taking responsibility for these distinctive streams).

Course delivery operates through concentrated residential seminars housed within Gladstone's Library. For the DMin, different seminars are convened for different professional fields (and this would also apply for the MSc). For example, the existing stream in rural ministry draws together professional practitioners operating in this well-defined area. Teaching within a seminar provides detailed examination of rural ministry-related issues both from the perspective of specialist professional staff and from the perspective of peer contributions. Against this background each participant is required to identify an issue of personal and professional relevance and to specify the research method capable of addressing that issue. For this reason the suite of modules has been designed to reflect the research methods rather than specific curriculum content. In the course of the level 7 experience each participant is required to identify four research questions requiring four of the eleven methodological perspectives available through the validated modules. The MSc would fit naturally into this model of practice with its comparable taught level 7 modules.

Pattern for the delivery

The main delivery focus is through the use of the residential sessions, held in October, January and June for each of the three years in which the student is enrolled for the programme. The residential seminars (for both Part 1 and Part 2) provide opportunities for the identification, agreement and development of issues and questions for the assessed assignments and also for the sharing of ideas and perspectives (including research and methodological perspectives) across the student group and drawing also on the pool of supervising staff on which the programme draws.

Within the context of the specialist streams course participants are required during each of years one and two (Part 1 study) to identify two research-based problems relevant to their own professional practice and future professional development as reflective practitioners. It is the purpose of the residential seminars to provide the contexts in which individual candidates can rehearse their chosen research problems and hone their understanding of these problems in dialogue with their peers and with the academic programme team in attendance. Within the residential seminar context each candidate is required to draw up a proposal for addressing the chosen research problem by means of one of the eleven

methodologically-based modules. In the next residential seminar the candidate is required to present their draft documentation to peer critique and development. Within the course of the two-year cycle each candidate is required to select four of the eleven methodologically-based modules.

These modules are offered consecutively. The nature of these modules is that each provides a methodological framework within which individual assignment projects are progressed, in line with the overall intention and purpose of the programme to train students through the programme to develop as reflective practitioners able to apply research and methodological approaches to their professional practice. This is an important point to emphasise regarding the nature and purpose of these modules as integral elements of a MSc programme for practitioners working in fields concerned with pastoral sciences. They are intended to provide research-based frameworks rather than to cover specific taught content. It is this feature of the modules at Level 7 which distinguishes them from taught modules on a conventional taught MSc programme.

In the Part 2 Dissertation stage the purpose of the residential seminars is to provide focal points for supervision as well as sharing of issues and perspectives.

Within the context of the residential seminars, specific teaching is provided on the theory and practice of the eleven research methods, relevant reading is identified in respect of the individually-identified research problems, and candidates are supported in developing the research skills necessary to promote independent and self-directed study working at a distance from the parent institution.

Between the three residential seminars convened each year the candidates are supported by designated tutorial staff by means of email and telephone contact as well as through the University's VLE, Moodle. The candidates are also encouraged to develop informal peer-support networks so that candidates working on similar problems or employing similar methods benefit from each other's experience and commitment.

Throughout the learning and teaching experience candidates are encouraged to understand themselves as functioning as part of the extensive and dynamic pastoral sciences research community focussed around the Visiting Faculty developed in collaboration with The St Mary's and St Giles' Centre within the Psychology Research Centre. The Visiting Faculty exists within the University within the context of the Memorandum of Understanding between the University and the St Mary's and St Giles' Centre. For example, module bibliographies include both indicative reading and 'example articles'; the 'example articles' have been published by members of staff and the Visiting Faculty, and candidates are encouraged to read these applications of research methodologies and make contact with their authors, as appropriate, when developing their own practical applications. Candidates are also invited to attend the St Mary's Centre Symposium which draws together the research community for a period of three days annually. As much as is viable, candidates are encouraged to conduct small-scale independent enquiries that carry the potential for contributing to research publications either on their own or (more generally, especially in the initial stages) alongside more experienced researchers contributing to the Programme. Experience over the past decade has demonstrated the viability of this approach with student-led work contributing to publications in journals such as *Rural Theology*, *Journal of Beliefs and Values* and *The Psychologist in Wales*.

The MSc is intended to promote the development of reflective practitioners within the field of pastoral sciences. It is expected that course participants are involved in relevant areas of professional practice (either as volunteers within a faith-based context or as salaried within an appropriate professional context) and for that reason it is not anticipated that there will be a need for additional work-based learning/placement opportunities.

Welsh Medium Provision				
<p>The Programme's Welsh language policy is fully committed to bilingual and Welsh-medium provision. Candidates are given the opportunity to submit work for assessment either through the medium of English or through the medium of Welsh. In seeking publications following successful coursework, where appropriate, opportunities are given for submission to bilingual journals.</p> <p>Delivery in Welsh will be made available for appropriately qualified candidates, wherever possible.</p>				
Assessment strategy used to enable outcomes to be achieved and demonstrated				
<p>(i) Assessment Strategies</p> <p>As a research and methods-based programme of study assessment processes and practices through both parts of the programme are based on students developing and applying research approaches and methodological perspectives to the completion of independently produced research tasks (whether assignments or the Dissertation) with underpinning reference to professional practice and reflection.</p> <p>The methods of assessment are outlined in the following matrix:</p>				
Module Title	Credit Value	Assessment	Word Count	Due Date
Ethnographic Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Interview Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Qualitative Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Historical Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Philosophical Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Quantitative Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Theological Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Questionnaire Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Biblical Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February

Sociological Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Psychological Studies in Pastoral Sciences	30	Assignment	6,000 words	31 July / end February
Dissertation	60	Dissertation	18,000 words	31 July / end February

It is intended that the three assessment boards will be used (September, January and June).

Part I

Each of the modules is assessed by means of a 6,000 word assignment. Candidates are encouraged to structure assignments within a format comparable to the format encouraged by peer-review journals operating within the context of the methodology being applied. Normally, this requires:

- abstract
- succinct identification of the research problem
- review of relevant research context
- discussion of chosen research method
- presentation of research-based evidence
- discussion of research-based evidence in light of the research context
- succinct conclusion
- relevance for professional practice
- recognition of limitations and suggestions for future research
- bibliography

As a research-based programme, it is appropriate for each assessment to take the form of the kind of academic paper relevant within a specific discipline chosen. (It is expected that candidates will present their work at the residential seminars, at various stages of development. This is not formally assessed but is essential for successful completion of the programme.)

Assessment processes for each of the research modules are fully in accordance with Glyndŵr University regulations and agreed procedures, and candidates are assessed in accordance with these regulations. This includes procedures for submission and resubmission of assessment tasks, and regulations governing late submission, requests for extensions and for extenuating circumstances to be taken into account in the marking of assessments. Specific details of process insofar as they relate to the Part I of the programme are as follows:

- candidates enrol on their selected modules following final consultation and agreement of programme team members;
- throughout their research-based study on each module they identify, develop and submit a proposal;
- following approval of the proposal, students work independently with the support of supervising tutors on the programme towards submission of the assignment;
- on submission of the assignment it is subject to marking and moderation, and, marks are submitted to the assessment board at the end of each year (Using the September or the January assessment boards currently in place);

- on confirmation of completion of four 30-credit research modules, normally in the first two years of study, candidates are eligible to progress to the Dissertation.

The table indicates 'year end' for the timing of assessment submissions. This is when the marks are submitted to the assessment board (depending on when the students initially register – January/February or September/October). In practice students with a September/October start are required to submit their assessed work at the end of February for one 30-credit assignment and at the end of July for one 30-credit assignment. Students with a January/February start are required to submit their assessed work at the end of July for one 30-credit module and at the end of November for one 30-credit module. The assignment submission dates are directly related to the residential sessions, thus ensuring that all students will have the support needed through the residential context in addition to other support provisions.

Part 2

Before candidates progress to Part 2 of the MSc they need to satisfy and follow the criteria set out in the University's Regulations for the Taught Master's Degree programme, and there is a progression board to determine the status and progress of students. This provides a discrete annual progression point to confirm eligibility to progress to the next stage (that is from taught modules to the Dissertation).

The MSc Dissertation is submitted at the end of the third year (end of July or end of November, depending on registration time). As with the 30-credit modules students are expected to attend the three residential seminars and will also be closely supervised by an assigned tutor throughout their dissertation year. This supervision will take place at the residential seminars and also through email, telephone conversations and Skype outside the residential seminars.

For all research work involving human subjects, students make an application for ethical approval which is held at School level.

Note: All candidates are expected to attend the three residential seminars held annually. Attendance at the seminars is not associated with the gaining of credits but is a compulsory requirement for successful completion of the Programme.

Assessment regulations that apply to the programme

Academic regulations for Taught Masters Degrees apply to this programme.

Programme Management

(i) Programme Team

Senior Lecturer and Programme Leader: Dr Tania Ap Siôn
 Professor in Religious and Spiritual Experience: The Revd Canon Professor Jeff Astley
 Professor in Theology: The Revd Professor William K Kay
 Sessional member of staff and Visiting Research Fellow: The Revd Canon Jeremy Martineau

Visiting Faculty

Tutors

Visiting Professor: The Revd Canon Professor Leslie J Francis

Visiting Professor: Professor David W Lankshear

Visiting Research Fellow: The Revd Dr Christine Brewster

Visiting Research Fellow: The Right Revd David S Walker

Visiting Research Fellow: The Very Revd Dr Susan Jones

St Mary's and St Giles' Centre Research Fellow: The Revd Canon Dr Randolph Ellis

Wider Expertise

Visiting Professor: The Revd Canon Professor James Francis

Visiting Professor: Professor Steve Glowinkowski

Visiting Professor: The Venerable Professor John Holdsworth

Visiting Professor: The Revd Professor Gareth Lloyd Jones

Visiting Professor: The Revd Professor Peter Neil

Visiting Professor: The Revd Professor Andrew Village

Visiting Professor: The Revd Canon Professor Mike West

Visiting Research Fellow: The Rt Revd Dr Geoff Peddle

Visiting Research Fellow: Dr Paul Rolph

Glyndŵr University: Professor Christopher A Lewis

(ii) Programme Management

Management and operation of the programme draws on the extensive experience of staff listed in (i) in the running and external examining of equivalent programmes across the UK. The programme is managed through the following means:

- Assessment Boards at modular and programme level
- Programme Team meetings three times a year
- Programme Staff Student Consultative Committee; once per semester (three times a year at each residential), following Glyndŵr University practices
- Annual Monitoring Reports by the Programme and module leaders involving student feedback
- External Examiner's reports, experience, comments and advice

Administration, management and development of the programme are the responsibility of the Programme Leader, in liaison with the programme team. The programme is managed by a Programme Board which meets three times a year to discuss issues relating to the development of the programme. All staff contributing to the programme are eligible to attend. Two student representatives are elected at the start of each Academic Year and meet with Staff at each of the three residential seminars. The Programme Board consists of all members of staff contributing to the delivery of the programme, and is managed by the Programme Leader. The Programme Leader, supported by the team is responsible for recruitment to the programme, development and administration of the programme, general student support and experience on the programme, as well as operation of the programme within Glyndŵr University's regulations for Taught Master's Degrees.

(iii) Quality Management and Quality Assurance Mechanisms

The Programme operates in full accordance with Glyndŵr University's regulations and procedures for the quality assurance of programmes of study. Key features include:

- Full Annual Monitoring Report, produced at the end of the academic year to provide a retrospective review of all aspects of programme management and operation, student feedback, and mechanisms and processes for quality assurance and the review of academic standards. This includes an analysis of student statistics (entry, progression, completion and qualification), module results, feedback from students, etc.
- Module Reviews. A short review at module-level of key aspects of quality assurance, including learning and teaching, student achievement, and resourcing issues. External Examiner reports. These also are addressed through the Annual Monitoring process.
- Other forms of student feedback, including Student Satisfaction Surveys, Student Evaluation of Module (SEM) results, representations to Student Consultative Committee, and informal forms of feedback.

Student feedback received through the SSCC meetings (held at each of the three residential) is recorded in the minutes, circulated to all staff with action points identified, and then circulated to all students once the action points have been 'completed' as appropriate. In the programme handbook, produced each year, the responses to the student feedback are noted, as required, at the beginning of the handbook.

The above forms of quality management have ensured that the provision has been able to develop and maintain a sound record for the quality and standards of provision within the school.

(iv) Underpinning Research and Scholarship Activity

Research and scholarship underpins the development of the programme and is key both to the continuing development of the programme and to its delivery.

The Staff list and Visiting Faculty include internationally recognised scholars and practitioners in the field of pastoral sciences.

All the listed members of the Visiting Faculty and the core programme team (with the exception of the 'wider expertise' category) would regularly attend the annual three residential seminars and those from the 'wider expertise' category would be drawn on to provide specific input as required.

Therefore, the team is able to support both the range of methodological skills specified within the eleven optional modules and the range of streams within the field of pastoral sciences relevant to professional practice embraced by the programme.

For example, in respect of the stream concerned with church school studies Professor David Lankshear brings experience as classroom teacher, head teacher, Diocesan Director of Education and Deputy Director of the Church of England's Board of Education, before becoming Director of Studies of the Welsh National Centre for Religious Education (Bangor University). Professor Lankshear's publications include pioneering articles in peer-review journals and also professional books written to service religious educators working within faith-related contexts.

Particular support for learning
<p>(i) Student Support</p> <p>The programme is delivered by means of residential seminars and by designated programme staff. Candidates are required to attend at least three residential seminars per year in order to fulfil the requirements of the programme. Between the residential seminars contact is maintained with nominated tutors by means of email, telephone, Skype and Moodle. Space is available within the context of the residential seminars for individual consultation and support as required.</p> <p>Students on the programme receive the following forms of support and guidance.</p> <p>Admissions. All students seeking admission to the programme have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission.</p> <p>Induction. New students on the programme undergo an induction programme which will provide them with an introduction to the course, and includes elements of work on study skills and professional development. This takes place at the beginning of the year at the residential seminars.</p> <p>Student Handbook. All students on the programme receive a Student Handbook which contains details and guidance on all aspects of the course and forms of student support and guidance, programme and institutional-based.</p> <p>Supervisory team. In addition to the programme leader and the core programme team, there is regular and on-going access to a bank of Visiting staff who provide academic, tutorial and personal support and guidance for students.</p> <p>Access to Glyndŵr University central student support resources.</p> <p>In addition to programme-based support all students have appropriate access to Glyndŵr University student services and forms of support including full library access, IT support, counselling, admissions and members of the Glyndŵr University Students Guild.</p> <p>(ii) Learning Resources</p> <p>The programme is delivered by means of flexible and distributed learning with residential seminars held at Gladstone's Library. Gladstone's Library is designed as a residential centre for learning and teaching with well-resourced library facilities and with a broad faculty of internationally-recognised expertise in the field of pastoral sciences. All residential accommodation is equipped with internet access points. The Library and lecture room facilities give unrestricted access to wireless broadband connection.</p> <p>The Division of Psychology, Sport Science and Health has also invested in an excellent range of online resources, including the ATLA database.</p>
Equality and Diversity
<p>Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme</p>

complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. This also includes faith background.