

DIOCESE OF  SALFORD

Catholic Certificate in Religious Studies

**Student Handbook
2018-2019**



**“I have come that they may have life
and have it to the full.”**

Contents

<u>Content</u>	<u>Page</u>
Course Policies	4
Our Tutors	7
The Modules	8
Our Venues	9
Timetable & Key Dates	10
Further Information	11
Funding	12
Certification	13
Assignment Format	14
Layout & Presentation	17
Assessment Criteria	19
<u>Module Information</u>	
C1 Old Testament	24
C2 New Testament	26
C3 Christology	28
C4 Ecclesiology	30
C5 Sacramental Theology	32
C6 Christian Morality	34
S1 Collaborative Leadership	36
S2 Spirituality	38
S3 Youth Ministry	40
S4 Presenting the Faith	42
S5 The Catholic School	44

Course Policies

Attendance

As stated by the National Board of Religious Inspectors and Advisers (NBRIA) students are required to have **100% attendance**. Students who are unable to attend any sessions of a module, for whatever reason, are expected to make up the equivalent time at an alternative venue. If this is not possible, students will be requested to submit, to their tutor, evidence of equivalent home studies.

If you find that you cannot attend a session, you must email education@dioceseofsalford.org.uk **as soon as possible** detailing **why you cannot attend** so arrangements can be made at an alternative venue.

Please **do not** take it upon yourself to attend a different venue – we will arrange that for you and notify your tutor.

Submission of Assignments

All assignments must be submitted to education@dioceseofsalford.org.uk with the Diocese of Salford **CCRS Cover Sheet**. An example of this is on page 18 and is also included in your appendix.

When submitting your assignment, the email subject line must include:

- **Your Name**
- **Module**
- **Venue**
- **Tutor**

For example it should look like this:

“Your Name” – C1 Old Testament – Cathedral Centre – John Vernon
or

“Your Name” – C1 OT – CC – JV

Completion of Assignments

Your assignment must follow one of the agreed formats detailed on page 15. You **must** have each assignment completed and submitted by the date set out in the **Module Timetable & Key Dates** on **page 10**.

This will enable us to comply with the Tutors timescale for marking and assessing assignments.

Assignment Extensions

Students may be entitled to an assignment extension in exceptional circumstances. In such cases, the usual extension time granted is 2 weeks however this is at discretion of your tutor. If you find yourself in a situation where you cannot submit your assignment by the agreed date and an extension may be required, please contact education@dioceseofsalford.org.uk **before** the submission date detailing why an extension will be required and this will be assessed by your tutor.

Late Submissions

Whilst students may be entitled to an extension, assignments submitted up to 2 weeks late, without contacting the Diocese of Salford for permission with a valid reason, will only gain a pass grade. Students who submit assignments *more* than 2 weeks late without permission or valid reason, **must re-take the module**.

Course Policies

Assessment of Assignments

Your assignments will be marked and returned to you by the date set out in the **Module Timetable & Key Dates on page 10**. Your assignments will be graded as a “Distinction”, “Pass” or “Refer” and your results will be issued to the Diocese of Salford by your tutor which will then be sent to you from education@dioceseofsalford.org.uk.

A table of the requirements for each of these marks is on page 22.

If you do not receive your results by the agreed date please make contact and this will be investigated.

Re-Submissions

If you receive a “Refer” for any assignment you will be required to make amendments and resubmit that assignment in order to gain a minimum mark of a “Pass”. Students must re-submit their assignment **2 weeks** from the date of notification of a resubmission request.

Recording your progress

Please keep a record of all your assignment submissions and results on the **CCRS Record of Progress Form**, an example of which is on the next page and is also included within your appendix. Your marks will be required by the CES to produce and issue your Certificate at the end of the course. Plus this helps you keep on track of where you are up to. The Diocese of Salford will also keep a record of all results as a backup.

Evaluations

At the end of each module you will be asked to complete an online evaluation form. Your feedback is essential so we can continually improve on the content of our CCRS modules.

Furthermore at the end of the programme you will be asked to complete an additional online evaluation form to obtain your overall feedback on the whole of our CCRS programme.

All evaluations will remain anonymous.

Plagiarism

Plagiarism is will not be tolerated and any student who has be found to have plagiarised will be asked to re-take the module.

CCRS Participant Record of Progress Example



DIOCESE OF SALFORD CCRS Participant's Record of Progress

To be completed by the student.

Please use this page to record details of your registration and progress towards achieving the Catholic Certificate in Religious Studies.

Your Name: _____

Your Address: _____

The date you registered: _____ Your Registration Number: _____

<u>Module</u>	<u>Venue Attended</u>	<u>Assignment Submission Date</u>	<u>Assignment Mark</u>
<u>C1 Old Testament</u>			
<u>C2 New Testament</u>			
<u>C3 Christology</u>			
<u>C4 Ecclesiology</u>			
<u>C5 Sacramental Theology</u>			
<u>C6 Christian Morality</u>			
<u>Specialist Option 1</u> Title:			
<u>Specialist Option 2</u> Title:			

Certificate awarded _____

Our Tutors

<u>Name</u>	<u>Initial</u>	<u>Modules Taught</u>
David Redfern	DR	C3 Christology
Fr Bob Halshaw	RTH	C4 Ecclesiology & C5 Sacramental Theology
Fr Chris Gorton	CG	C3 Christology
Fr Joe Gee	JG	Spirituality
Fr Michael Deas	MD	C2 New Testament
Gary Keogh	GK	C2 New Testament
John Hesketh	JH	C4 Ecclesiology
John Vernon	JV	C1 Old Testament
Kevin Quigley	KQ	Collaborative Leadership & The Catholic School
Lorraine Leonard	LL	Youth Ministry
Nuala Buckley	NB	Presenting the Faith
Paul Moores	PM	C6 Christian Morality

The Modules

The CCRS programme takes **2 years** to finish and requires you to attend 8 modules.

This is broken down into 6 core modules and 2 specialist modules comprising of:-

- Year 1 - 4 core modules.
- Year 2 - 2 core modules and 2 specialist modules of your choice

Each module requires **ten hours** of course tutor time, with **100% attendance** followed by the **completion of an assignment** of 1500 words or equivalent.

Further details on the format and requirement of assignments can be found on **page 14**.

First Year Core Module

	<u>Key</u>
C1 Old Testament	C1 OT
C2 New Testament	C2 NT
C3 Christology	C3 C
C4 Ecclesiology	C4 E

Second Year Core Module

	<u>Key</u>
C5 Sacramental Theology	C5 ST
C6 Christian Morality	C6 CM

Specialist Modules

	<u>Key</u>
Collaborative Leadership	CL
Spirituality	S
Presenting the Faith	PTF
Youth Ministry	YM
The Catholic School	TCS

Venues

The benefit of completing your CCRS Programme with the Diocese of Salford is that you have the option of completing your modules at 3 different venues.

<u>Venue</u>	<u>Details</u>	<u>Key</u>
Cathedral Centre 3 Ford Street Salford M3 6DP	2 x Saturday sessions per module 9.30am – 3.30pm	CC
Manchester Metropolitan University Faculty of Education Birley Building Manchester M15 6GX	2 x Saturday sessions per module 9.30am – 3.30pm	MMU
Our Lady's RC High Alworth Rd Manchester M9 0RP	3 or 4 x Tuesday sessions per module 4pm - 6.30pm	OL

Module Timetable & Key Dates

Module	Venue	Tutor	Session 1	Session 2	Session 3	Session 4	Submission Date	Return Date
C1 Old Testament	CC	JV	08-Sep-18	22-Sep-18	N/A	N/A	Monday 29th October 2018	Monday 19th November 2018
C1 Old Testament	MMU	JV	03-Nov-19	17-Nov-18	N/A	N/A	Friday 21st December 2018	Friday 11th January 2019
C1 Old Testament	OL	JV	11-Sep-18	18-Sep-18	25-Sep-18	02-Oct-18	Friday 9th November 2018	Friday 30th November 2018
C2 New Testament	CC	JG	03-Nov-18	10-Nov-18	N/A	N/A	Monday 17th December 2018	Monday 7th January 2019
C2 New Testament	MMU	GK	24-Nov-18	01-Dec-18	N/A	N/A	Friday 4th January 2019	Friday 25th January 2019
C2 New Testament	OL	MD	06-Nov-18	13-Nov-18	20-Nov-18	27-Nov-18	Friday 4th January 2019	Friday 25th January 2019
C3 Christology	CC	DR	12-Jan-19	19-Jan-19	N/A	N/A	Monday 25th February 2019	Monday 18th March 2019
C3 Christology	MMU	DR	26-Jan-19	02-Feb-19	N/A	N/A	Monday 11th March 2019	Monday 1st April 2019
C3 Christology	OL	CG	08-Jan-19	29-Jan-19	05-Feb-19	N/A	Friday 15th March 2019	Friday 5th April 2019
C4 Ecclesiology	CC	RTH	09-Mar-19	16-Mar-19	N/A	N/A	Monday 22nd April 2019	Monday 13th May 2019
C4 Ecclesiology	MMU	JH	23-Mar-19	30-Mar-19	N/A	N/A	Monday 6th May 2019	Monday 27th May 2019
C4 Ecclesiology	OL	JH	05-Mar-19	12-Mar-19	19-Mar-19	26-Mar-19	Friday 3rd May 2019	Friday 24th May 2019
C5 Sacramental Theology	CC	RTH	08-Sep-18	06-Oct-18	N/A	N/A	Monday 12th November 2018	Monday 3rd December 2018
C5 Sacramental Theology	OL	RTH	18-Sep-18	25-Sep-19	02-Oct-18	N/A	Friday 9th November 2018	Friday 30th November 2018
C6 Christian Morality	CC	PM	24-Nov-18	01-Dec-18	N/A	N/A	Monday 7th January 2019	Monday 28th January 2019
C6 Christian Morality	OL	PM	06-Nov-18	27-Nov-18	04-Dec-18	N/A	Friday 11th January 2019	Monday 28th January 2019
Spirituality	CC	JG	19-Jan-19	26-Jan-19	N/A	N/A	Monday 4th March 2019	Monday 25th March 2019
Youth Ministry	CC	LL	23-Mar-19	30-Mar-19	N/A	N/A	Monday 6th May 2019	Monday 27th May 2019
Collaborative Leadership	OL	KQ	08-Jan-19	15-Jan-19	22-Jan-19	29-Sep-19	Friday 8th March 2019	Friday 29th March 2019
Presenting the Faith	OL	NB	05-Mar-19	12-Mar-19	19-Mar-19	N/A	Friday 26th April 2019	Friday 17th May 2019
The Catholic School	OL	KQ	19-Mar-19	26-Mar-19	02-Apr-19	09-Apr-19	Friday 17th May 2019	Friday 7th June 2019

Colour	Venue
	Cathedral Centre
	MMU
	Our Lady's

Further Information

1. Please ensure that you have checked the **Module Timetable** for the **dates & times** of the sessions for your chosen venue.
2. Please read the **Programme of Studies** to make note of the **submission date** for each module and the **return date** of assignment results.
3. Please bring a note pad and pen for note taking in the study sessions as these are not provided.

Resources and Material Required

There is a recommended bibliography for each module. However, all students are asked to bring a copy of the bible to each session. The Diocese recommends the **New Jerusalem Bible**, copies of which are available from the Cathedral Bookshop.

- ISBN 9780232519303 NJB Reader's hardback £16.99
- ISBN 9780232518900 Pocket Bible hardback £9.99
- ISBN 9780232520774 Study edition £25.99

Admin Support

If you have require any assistance please email education@dioceseofsalford.org.uk and a response will be given as soon as possible.

If your query is in relation to a module that you are due to attend please make contact at least 7 days beforehand to allow adequate time for a response to be given.

Funding

Registration: £50
Each Module: £70
Course Total: £610

Self-funded

You will be required to pay the administration fee and the cost of your first module upfront before the programme begins.

An invoice will be sent to you for the whole of the programme, this does not need to be paid in full and can be paid in modular instalments, before each module begins.

For example this can be paid as follows:-

£120 Initial Payment - this is required upon enrolment and consists of the £50 registration fee and £70 for the first module.

£490 Outstanding – the remaining amount can either be paid in full or by modular instalments of £70 before the start of each module.

School funded

An invoice for the full amount is sent directly to school requesting payment of £610 for the whole course.

To make payment please contact our Finance Department on finance@dioceseofsalford.org.uk or [0161 817 2203](tel:01618172203) quoting your invoice number once this has been received.

Please remember it is your responsibility to ensure that you keep up to date with payments.

**** If you register for CCRS and receive a registration number but **
decide not to continue with the programme, you will still be required to pay
the £50 administration fee and any modules already undertaken.**

Registration

To secure your place on the course you will need to complete 2 online forms.

Form 1 is the “**CCRS Registration Form**” which you should have completed.
Form 2 is the “**CCRS Module Form**” which has been emailed to you to select the dates and venues for your modules.

Once you have selected your modules you will then receive details regarding payment.

Please note, unless you have completed **both** forms you will **not** be registered onto the course.
If you have not yet completed the “CCRS Module Form” contact the Department for Education on:-

education@dioceseofsalford.org.uk

Certification

The certificate is awarded after two years study. In exceptional circumstances students are allowed a maximum of five years to complete, from the start of the first module.

Upon completion, if you lose your certificate, replacement certificates are available on request at a charge of **£5.00** per certificate; this covers the postage to the UK (via Royal Mail Signed For), packaging and administration time.

To request a replacement certificate please email ccrs@catholiceducation.org.uk with your full name, CCRS Registration Number, CCRS centre (the Diocese of Salford) and your current postal address. An invoice for the £5.00 charge will then be raised and will need to be paid before the replacement certificate is issued.

Assignment Format

The tutor will decide an appropriate assignment for the module that has been taught. These assignments will fall into the three categories: **written essay**, **presentation** or **portfolio**. The assignment must be completed and submitted by the date set out on page 10. The final set of marks will be sent to the students from education@dioceseofsalford.org.uk on the date specified on the **Timetable and Key Dates**.

Requirement

An assignment of 1500 words or equivalent is required for each module.

When marking an assignment, the tutor should look at the following areas:

- Presentation
- Argument & analysis
- Subject knowledge
- Understanding of the module

Presentation

- If the assignment has not been typed, handwriting should be clear and legible.
- The number of words must be noted at the end of the assignment (e.g. 1500).
- A bibliography must be included.

Organisation

- The title and module number should be written at the beginning of the assignment.
- The assignment should be logically structured and the introduction and conclusion should be clear and relevant.
- Each paragraph should relate to the title or question.

Language

- The language in which the assignment is written must reflect the appropriate literary genre for the subject being addressed.
- Participants are encouraged to use inclusive language.
- They should seek to avoid such phrases as 'we should', 'we must', 'we ought', when discussing religious or moral practice.

Assessment

The assignment should demonstrate:

- adequate reading
- fulfilment of the learning outcomes as listed in the appropriate module descriptor
- ability to assimilate, reflect on and criticise the material studied
- skills necessary to communicate the substance of the study from an adult Christian stance
- adherence to the guidelines given above.

Marking

- Markers should provide the participants with detailed feedback relating to the quality of the work submitted.
- The final mark will fall into one of the three designated categories: Re-submission, Pass or Distinction.

Additional evidence will always be recognised and given credit. In many cases, this might be a personal reflection or an ability to reflect with appropriate references to support an argument.

Assignment Format

Written	<p>A discursive written response to a question or statement which involves the participant in finding and presenting information and opinion in a structured way; which would normally include an introduction with information / opinion / evaluation / analysis and a conclusion.</p> <p>The learning may be assessed by:-</p> <ul style="list-style-type: none"> • Marker against clear CCRS criteria. <p>Evidence could include:-</p> <ul style="list-style-type: none"> • Assignment • Markers feedback
Presentation	<p>A specific task involving private study and research for an individual (or groups) involves the selection of a topic, planning, finding information and presenting results: orally, in writing or through power point with a written statement.</p> <p>The learning may be assessed by:-</p> <ul style="list-style-type: none"> • Module leader, participant or peers at the end of the process through observation and discussion. <p>Evidence could include:-</p> <ul style="list-style-type: none"> • Notes and record of presentation process • Module leader record • Peer records • Participant diary • Audio/video/photographic record
Portfolio	<p>A description in writing by the participant reflecting on how and what they have learned. Often completed at regular intervals during the learning process this allows discussion on individual progress.</p> <p>The learning may be assessed by:-</p> <ul style="list-style-type: none"> • Participant and support from module leader <p>Evidence could include:-</p> <ul style="list-style-type: none"> • Log/diary/journal • Module leader record

The Written Essay

- The essay question will be set by the individual tutor.
- Each essay must be **1,500 words**.
- You must be able to show good structure and understanding of the topic.

Essay development...	Possible material
Introduction/aims/objectives	Define any key terms. State what you propose to do in the assignment/your objectives.
Main body of the essay/development	<ul style="list-style-type: none">• Careful look at the main issues• Main points/arguments and supporting evidence/examples in a sensible order
Conclusion	A summary of what you have said/argued/discovered so far. A conclusion about how you have fulfilled your objectives. Any recommendations you can make as a result of your work.

The Presentation

These are the requirements for submission of a Presentation:

- A **Power Point Presentation** with guidelines from your tutor.
- A **Notes Page** for each slide must be completed.
- A **Supporting Statement** of **500 words** outlining the rationale, the audience, and the main ideas of the presentation.
- A **Bibliography**

The Portfolio

This type of assessment involves collecting material, careful consideration and reflection and can take several forms:

1. Project (Presentation)

This could be an on-going piece of work that reflects all aspects of the module. It could involve a specific area that looks at several issues relevant to the module. Full direction will be given by the tutor.

2. Reflective log/diary/journal

Certain courses lend themselves to a more 'reflective' form of assessment.

3. Case study

Consideration of a particular, relevant situation or example selected by the module leader or participants; which enables them to apply knowledge and understanding to specific ministries. This may be used by an individual participant or group as a written activity through case study materials and participant responses.

4. Report

A record of an activity and/or summary of research, which presents information in a structured way. It includes analysis and/or evaluation. This may be presented in written or oral form.

Layout & Presentation

Each assignment must:

- Start with **the CCRS Cover Sheet** which has been emailed to you. Please see example on next page.
- Be types or word processed on A4 sized paper.
- Include a margin on the left hand side of the page for your tutor to comment fully.
- Be fully referenced.
- Finish with a bibliography.

Students **must** list the references for all quotations and sources of information in full at the end of their assignment. These references must be arranged alphabetically by the author's surname. It may, therefore pay to keep your references as you write on separate cards or pieces of paper so that you can quickly order them for the bibliography.

Preparing a Bibliography

The examples of bibliographic format given below are generally well accepted throughout the academic world. As a basic rule you need to be sure to include the following details for each reference:

- The author's name (surname, initial of the given names)
- The date of the publication (in brackets)
- The title of the book (or journal or newspaper) in *italics* OR underlined
- The place of publication
- The publisher's name
- Page numbers where necessary

For example:-

Treston, K (1991) *Paths and Stories*, Dublin: Veritas

Referencing

Where students quote directly from a source they must reference appropriately. Students may reference a shorthand version of the full reference given in the Bibliography, for example, (please remember to always give the respective page number you have quoted from):

For example:-

Treston, K (1991) *Paths and Stories*, p. 124

CCRS Cover Sheet Example


DIOCESE OF SALFORD
CCRS Assignment Cover Sheet

To be completed by the student.

Student Name: _____

Registration Number _____

Submission Date: _____

Module Name: _____

Assignment Title: _____

Word Count: _____

CCRS Provider:

Diocese of Salford

Tutor Name: _____

Module Venue: _____

- BIBLIOGRAPHY INCLUDED
- SOURCES APPROPRIATELY REFERENCED (i.e. ideas, information or quotations taken from another source have been acknowledged in your assignment through either a footnote/endnote or an in-text citation)

Student Self-Appraisal

On which aspects of the assignment would you especially like feedback?

I confirm that the work submitted under this cover is my own.

Signed.....

Date.....

Assessment Criteria – Presentation

Key Areas	Re-submission	Pass	Distinction
Presentation	<ul style="list-style-type: none"> • Poor presentation. • Evidence of plagiarism. • Inadequate use of referencing and bibliography • The work is illegible and/or shows an unacceptable standard of English and/or exceeds the specified work count. 	<ul style="list-style-type: none"> • Good presentation that is clearly related to the topic • Credit will be given to the way subject knowledge is used • Must include a 500 word statement supporting the presentation 	<ul style="list-style-type: none"> • Very good and clear presentation • Shows a sound knowledge of the module with references • A very clear 500 word statement is included
Argument & Analysis	<ul style="list-style-type: none"> • The argument is poor • Insufficient engagement with the questions • There is no clear evidence of a developed argument 	<ul style="list-style-type: none"> • An attempt to analyse material • Some relevance to personal reflection • A basic use of visual material 	<ul style="list-style-type: none"> • The argument has been well considered • A good level of analysis • Excellent use visual material
Subject knowledge	<ul style="list-style-type: none"> • Poor subject knowledge • Insufficient engagement with the question • No reference to technical terms 	<ul style="list-style-type: none"> • Good subject knowledge • Use of acceptable resources is made 	<ul style="list-style-type: none"> • Evidence of very good subject knowledge • Subject knowledge is well presented
Understanding of the module	<ul style="list-style-type: none"> • Inadequate understanding of the subject area. • Unfocused response to the question • Poor use of resources 	<ul style="list-style-type: none"> • The student shows some understanding of this module • Good use of relevant material 	<ul style="list-style-type: none"> • The student clearly understands the main elements of this module • Relevant material is used to support the presentation
Additional evidence	<ul style="list-style-type: none"> • The work is illegible and/or shows an unacceptable standard of written work • Inadequate use of referencing and bibliography 	<ul style="list-style-type: none"> • Some additional references included • Good bibliography is included 	<ul style="list-style-type: none"> • Evidence of additional material to support the presentation • Very good bibliography

NB: Plagiarism will not be accepted. Students will have to re-take the module.

MARK: Re-submission Pass Distinction	COMMENT
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Assessment Criteria – Portfolio

This particular assignment is based on the **Ignatian model of Guided Reflection**. The student is asked not merely to describe or report, but to reflect, analyse and evaluate one's thinking about a particular topic. The reflective process invites a response through four stages that address **CONTEXT, EXPERIENCE, ACTION** and **EVALUATION**. Students are encouraged to relate their entries to personal faith and professional circumstances. Writing and reflecting in this way is more than a mere recounting of facts or information; it should include references to one's beliefs, thoughts, discoveries, questions, challenges, decisions and conclusions as they have impacted on one's learning

Key Area	Re-submission	PASS	DISTINCTION
Presentation	<ul style="list-style-type: none"> The work is illegible and/or shows an unacceptable standard of written work Inadequate use of referencing and bibliography 	<ul style="list-style-type: none"> A good bibliography that shows some evidence of reading Clear presentation 	<ul style="list-style-type: none"> A very good bibliography that shows evidence of further reading around the subject Very good presentation with references
Argument & analysis	<ul style="list-style-type: none"> The argument is poor Insufficient engagement with the questions There is no clear evidence of a developed argument 	<i>Four stages to consider:</i> <ul style="list-style-type: none"> Context: Experience Action Evaluation 	<i>Four stages to consider:</i> <ul style="list-style-type: none"> Context Experience Action Evaluation
Subject knowledge	<ul style="list-style-type: none"> Poor subject knowledge Insufficient engagement with the question No reference to technical terms 	<ul style="list-style-type: none"> Evidence of a good subject knowledge Ability to use this knowledge to support reflection 	<ul style="list-style-type: none"> Very good subject knowledge that shows full understanding of this module.
Understanding of the module	<ul style="list-style-type: none"> Inadequate understanding of the subject area. Unfocused response to the question Poor use of resources 	A good portfolio but is not consistently supported with references.	The portfolio makes full reference to the four stages and is supported with references
Additional evidence	<ul style="list-style-type: none"> The work is illegible and/or shows an unacceptable standard of written work adequate use of referencing and bibliography 	Only some evidence of material to support this assignment	Evidence of material to support the reflective element of this assignment

NB: Plagiarism will not be accepted. Students will have to re-take the module.

MARK	COMMENT
Re-submission PASS DISTINCTION	

Assessment Criteria

<p>Pass</p> <p>The work displays:</p> <p>Knowledge and Understanding There is some degree of knowledge and understanding of the relevant material; Use of an acceptable range of resources is made.</p> <p>Argument and Analysis An argument is attempted; the work is largely descriptive, rather than analytical.</p> <p>Structure and Coherence Some attempt is made to organise material logically and to focus on the question</p> <p>Presentation The work is presented clearly and legibly, with an acceptable standard of written English within the specified word count. Appropriate use of referencing and bibliography is made.</p>	<p>Distinction</p> <p>The work displays all or a significant number of the following:</p> <p>Evidence of good knowledge and understanding of the question and materials, relevant concepts and methodology.</p> <p>Reading beyond the recommended minimum;</p> <p>Independent reflection; Good level of critical analysis; Clear and coherent arguments supported by appropriate examples; Good, clear written style</p> <p>Full and accurate referencing and bibliography.</p>	<p>Fail</p> <p>Either a significant amount of the work is not the participant's own, or the work displays all or some of the following limitations:</p> <p>Inadequate understanding of the subject area misunderstanding of key concept(s);</p> <p>Poor use of resources;</p> <p>Insufficient engagement with the question;</p> <p>Unfocused response to the question;</p> <p>Inadequate use of referencing and bibliography</p> <p>The work is illegible and/or shows an unacceptable standard of written English and/or exceeds the specified word count.</p>
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Module Information

Core Module 1: Old Testament

Aim

The purpose of this module is to introduce participants to the writings in the Old Testament in order to help them to recognise God's revelation contained there and its continuing relevance in Christian life today.

Course Content

- How the Church looks at the Old Testament today, particularly in the light of Vatican II and the Catechism of the Catholic Church
- Introduction to the formation of the Hebrew Scriptures in terms of the historical, geographical, cultural, political and religious background
- Study of types of literature contained in Scripture (e.g. myth, epic, history, prophetic writings, liturgy)
- Study of selected texts which focus on the Covenant, the centrality of the Exodus experience and the formative effect of the Exile

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- be familiar with the books and types of literature which make up the Old Testament and be able to set them in their context
- be able to make connections between a particular type of literature and the belief the words express
- recognise the diversity of images of God in the Old Testament
- appreciate the significance of the covenant relationship for people of Israel
- understand the relevance of the Old Testament and its use in the Catholic community today
- be able to communicate what they have learned and reflected upon from an adult stance

Core Module 1: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Catholic Bishops' Conference of England & Wales. (2005) *The Gift of Scripture*. London: CTS
- Flannery, Austin, OP. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1999) *Catechism of the Catholic Church*. London: Geoffrey Chapman.

Recommended Reading

- Brown, R. (2011) *The New Jerome Biblical Commentary*. London: Burns & Oates
- Charpentier, E. (1981) *How to read the Old Testament*. London: SCM
- Coogan, M.D. (2008) *Old Testament: a very short introduction*. Oxford: University Press
- Drane, J. (2011) *Introduction to the Old Testament*. London: Lion Books
- Gertz, J.C et al. T & T Clark (2012) *Handbook of the Old Testament*. T & T Clark
- House, P.R & Mitchell, E. (2007) *Old Testament Survey*. B&H Publishing Group
- MacConville. (2003) *Exploring the Old Testament*. London: SPCK

Extremely useful

- *The Scripture Documents* (A parish resource). Chicago: Liturgy Training Publications, 2005

Useful websites for CCRS Students

- www.torrevs.org/bible/
- Studies on biblical themes
- www.vatican.va/archieve/ccc/index.htm (text of the Catechism and other documents)

Core Module 2: New Testament

Aim

The purpose of this module is to familiarise participants with the process through which the New Testament writings came into being and to help them interpret the material presented and understand its significance for the life of a Christian today.

Course Content

- introduction to the historical, geographical, cultural, political and religious background to the New Testament
- The centrality of the Paschal Mystery
- The formation of the New Testament
- Study of the different types of literature contained in the New Testament (e.g. gospel, letter, parable, miracle story)
- The use of the New Testament in the Church today

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- be familiar with the books and types of literature which make up the New Testament
- appreciate the centrality of the Resurrection experience in Christian belief
- recognise the New Testament writings as the basis for subsequent developments in Christian theology and worship
- understand the use of the New Testament in the Catholic community today
- be able to communicate what they have learned and reflected upon from an adult stance

Core Module 2: Reading List

Selected texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Catholic Bishops' Conference of England & Wales. (2005) *The Gift of Scripture*. London: CTS,
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1999) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Barclay, W. (2008) *Guide to the New Testament*. London: Westminster John Knox Press
- Boxall, I. (2007) *The Books of the New Testament*. London: SCM
- Brown, R. (2007) *An introduction to the New Testament*. The Anchor Bible: Doubleday
- Brown, R. (2011) *The New Jerome Biblical Commentary*. London: Burns & Oates
- Charpentier, E. (1981) *How to read the New Testament*. London: SCM
- Drane, J. (1999) *Introducing the New Testament*. London: Lion Books
- Hayes, J.H & Holladay, C.R. (1987) *Biblical Exegesis: a beginner's handbook*. London: SCM,
- Throckmorton, B.H. (1992) *Gospel Parallels*. London: Thomas Nelson

Extremely useful

- *The Scripture Documents* (A parish resource). Chicago: Liturgy Training Publications, 2001
- Useful websites for CCRS Students
- www.ntgateway.com
- access to various New testament websites
- www.torrevs.org/bible/
- studies on biblical themes
- www.vatican.va/archieve/hist (Text of Vatican II Documents)

Core Module 3: Christology

Aim

The purpose of this module is to deepen participants' awareness of the significance and centrality of the person and work of Jesus Christ in the daily life of the Christian as well as in the worship of the Church.

Course Content

- The participants' own image of Jesus Christ and how such images are shaped by the arts (music/art/architecture), personal history and worship
- Images of Christ drawn from the Bible
- Creedal statements and their relevance today, with particular reference to the Council of Chalcedon and the Nicene Creed, and the historical and social context in which they developed
- Jesus as the second person of the Trinity
- Reflection on the concept of the Kingdom of God as it expressed in the Bible and understood today

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- recognise the diversity of images of the Person of Jesus
- relate these images to the social and cultural context in which they were and are shaped and expressed
- appreciate the mission of Jesus to proclaim the Kingdom of God
- recognise the centrality of the Person of Jesus, both fully human and divine and as the second person of the Trinity
- to be able to communicate what they have learned and reflected upon from an adult stance

Core Module 3: Reading List

Selected Texts:

- *The New Jerusalem Bible.* (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II.* Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law.* London: Collins
- John Paul II. (1999) *Catechism of the Catholic Church.* London: Geoffrey Chapman

Recommended Reading

- Borg, M.J. (2011) *Jesus.* London: SPCK
- Chidester, D. (2001) *Christianity: a global history.* London: Penguin
- Dupius, J. (1994) *Who do you say I am? An introduction to Christology.* New York: Orbis Books
- O'Collins, G. (1993) *Interpreting Jesus.* London: Geoffrey Chapman
- O'Collins, G. (1995) *Christology.* Oxford University Press
- Kennedy, P. (2011) *Christianity – an introduction.* New York: I.B.Tauris
- Kasper, W. (2011) *Jesus the Christ.* New York: Continuum
- Kereszty, R.A. (2002) *Jesus Christ: fundamentals of Christology.* New York: St Pauls
- Oscáriz, L.F. Mateos, S. & Riestara, J.A. (1994) *The Mystery of Jesus Christ.* Dublin: Four Courts
- Rowe, A. (2006) *The essence of Jesus.* London: Arcturus
- Spence, A. (2008) *Christology: a guide for the perplexed.* T&T Clark

Useful websites for CCRS Students

- www.lasalle.edu/~dolan/bibliography/Jesus.htm
- www.vatican.va/archieve/ccc/index.htm

Core Module 4: Ecclesiology

Aim

The purpose of this module is to enable participants to reflect on the nature of the Church and its mission in the world today.

Course Content

- The meaning and significance of the term Church, as used in the earliest days and developed in later practice
- The significance and practical implications of the ecclesiology of Vatican II and the communion model and the role of Mary as the first disciple
- The mission of the Church in the world today
- The relationship between the Catholic Church and other denominations
- The relationship of the Catholic Church to other religions

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- be familiar with the Vatican II teaching on the Church
- be aware of the variety of roles in the Church of today
- recognise the relationship of the Church to the world as one of service
- appreciate the relationship between the Catholic Church and other faiths
- be able to communicate what they have learned and reflected upon from an adult stance

Core Module 4: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1996) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Bettenson, H & Maunder C. (1999) *Documents of the Christian Church*. Oxford
- Bliss, F.M. (2007) *Catholic and Ecumenical: history and hope*. New York: Sheed & Ward,
- Comby, J & Macculloch, D. (1989) *How to read Church History (volumes 1 & 2)*. London: SCM,
- Dulles, A. (1978) *Models of the Church*. Dublin: Macmillan
- John Paul II. (1988) *Mulieris Dignitatem* (Dignity & Vocation of Women). London: C.T.S
- John Paul II. (1989) *Christifidelis Laici* (Vocation and mission of the lay faithful). London: C.T.S
- Macculloch, D. (2010) *A history of Christianity*. London: Penguin
- Tanner, N. (2011) *A new short history of the Catholic Church*. London: Burns & Oates
- Treston, K. (2000) *Visioning a future Church*. Creation enterprise
- Winter, M. (2010) *Catholicism Retrieved*. Farthing Publications

Useful websites for CCRS Students

- www.vatican.va/archieve/ccc/index

Core Module 5: Sacramental Theology

Aim

The purpose of this module is to develop participants' understanding and appreciation of Sacrament in the life of Catholics as a sign of Christ's continuing presence with the Church

Course Content

- Study of the use of signs and symbols in daily life
- The Church as the sacrament of Christ's presence
- An overview of the seven sacraments; the Sacraments of Christian Initiation, Healing and Service of Communion and the Mission of the Faithful
- Sacraments in the universal call to holiness and vocation

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- recognise the symbolic use of word and action in daily life
- appreciate the sacraments as celebrations of the covenant relationship between Christ and the Church
- understand the relevance and purpose of the seven sacraments in the universal call to holiness and to vocation
- appreciate Baptism, Confirmation and Eucharist as sacraments of Christian initiation
be able to communicate what they have learned and reflected upon from an adult stance

Core Module 5: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1999) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Beguerie, P & Duchesneau, C. (1997) *How to understand the Sacraments*. London: SCM
- Balthasar, H.U von. (1990) *Mysterium Paschale*. San Francisco: Ignatius Press
- Haffner, P. (1999) *The Sacramental Mystery*. London: Gracewing
- Hughes, K. (1999) *A mystagogy of sacrament*. Chicago: Liturgy Training Publications
- Kelly, L. (1999) *Sacraments revisited*. London: Darton, Longman and Todd
- Macquarrie, J. (1997) *A guide to the Sacraments*. London: SCM Press
- Osborne, K.B. (1999) *Christian Sacraments in a postmodern world*. New York: Paulist Press
- Radcliff, T. (2012) *Taking the plunge: living baptism and Confirmation*. London: Bloomsbury,
- Schmaus, M. (1997) *The Church as sacrament*. London: Sheed & Ward

Useful websites for CCRS Student

- www.vatican.va/archieve/ccc/index

Core Module 6: Christian Morality

Aim

The purpose of this module is to help participants develop the skills of moral decision-making, to examine Christian teaching in its relation to the universal search for what constitutes “human good”, and to explore the application of Christian understanding to some contemporary moral issues.

Course Content

- Moral decision-making as a universal human activity
- Basic principles of Christian morality
- The role of the Catholic Church as moral teacher and guide
- Formation of Christian conscience
- Contemporary moral issues: e.g. environmental, medical, sexual, social
- Catholic social teaching

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- have a knowledge of the foundations of Christian morality and an understanding of the role of the Church as moral teacher
- recognise the importance of individual conscience and understand what is involved in the formation of Christian conscience
- be able to appreciate and respect different, yet consciously held, positions in regard to moral questions
- be able to communicate what they have learned and reflected upon from an adult stance

Core Module 6: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1993) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Ashley, B.M, O.P. (1996) *Living the truth in love*. New York: Alba House
- Bohr, D. (1999) *Catholic Moral Tradition*. Indiana: Sunday Visitor Publications
- Fernández, A & Socías, J. (1997) *Our Moral Life in Christ*. Princeton: Scepter Publishers,
- MacIntyre, A. (2007) *After Virtue*. Notre Dame Press
- May, W.E. (2003) *Introduction to Moral Theology*. Our Sunday Visitor Publication Division,
- Messenger, N. (2006) *Christian ethics*. London: SCM
- Urbine, W & Seifert, W. (1990) *On life & love*. Twenty-third Publications

Useful websites for CCRS Students

- www.vatican.va/archieve/ccc/index

Specialist Module 1: Collaborative Leadership

Aim

The purpose of this module is to present Jesus as the indispensable model for Christian leaders. What is revealed in his teachings and his life speaks to all believers who serve as leaders, it shapes the way in which they understand their roles and act as people who can transform the world. It is a course that enables participants to identify the qualities of effective leadership within a Christian community and to be able to apply this teaching to practical everyday situations.

Course Content

- The essence of Christian leadership: models for Christian leadership; Christian leadership - the key elements
- The task of leadership: the basis for effective leadership; collaboration – the How of leadership; responding to the needs of others; leaders supporting leaders;
- The person of the leader: the courage of leadership; the mature relational leader; the heart of leadership; the qualities of leadership
- How to apply this teaching to practical situations: in school and in the parish setting.

Learning and teaching Process

This will include:

- Reflection on personal experience
- Related input to deepen understanding
- The gathering of information through reading and listening
- Group discussion

Learning Outcomes

Participants should:

- recognise the essence of Christian leadership within the Christian tradition;
- to identify models for Christian leaders;
- to be able to recognise the 'person of the leader' and apply it to everyday situations;
- to be able to reflect on what they have learned and apply to modern-day situations.

Specialist Module 1: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1993) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Ashley, B.M, O.P. (1996) *Living the truth in love*. New York: Alba House
- Bohr, D. (1999) *Catholic Moral Tradition*. Indiana: Sunday Visitor Publications
- Fernández, A & Socías, J. (1997) *Our Moral Life in Christ*. Princeton: Scepter Publishers,
- MacIntyre, A. (2007) *After Virtue*. Notre Dame Press
- May, W.E. (2003) *Introduction to Moral Theology*. Our Sunday Visitor Publication Division,
- Messenger, N. (2006) *Christian ethics*. London: SCM
- Urbine, W & Seifert, W. (1990) *On life & love*. Twenty-third Publications

Useful websites for CCRS Students

- www.vatican.va/archieve/ccc/index

Specialist Module 2: Spirituality

Aim

The purpose of this module is to show how Spirituality helps us to identify the ways in which we engage with God. Throughout the history of the Church this relationship has been expressed in a variety of ways, shaped by the customs and traditions of the time. This module is designed to familiarise participants with a range of expressions of spirituality drawn from the breadth of Church tradition and to reflect on their relevance to contemporary living. It will enable participants to reflect on the nature of spirituality within the life of the Church and consider various spiritual traditions and be able to apply them in a practical way to everyday situations.

Course Content

- Meet some of the great characters of spiritual tradition, including the Desert Fathers; Monasticism and the Rule of St Benedict; the Franciscan tradition; the Jesuits and Ignatian Spirituality; Francis de Sales and the Salesians; Columba and Celtic spirituality.
- Identify ways of expressing our relationship with God and some of the challenges and opportunities such diversity might create.
- Consider the impact of our personal preference on the way we plan and provide worship and liturgy in a range of contexts.

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning outcomes

Participants should:

- be familiar with a range of expressions of spirituality drawn from the tradition of the Church;
- recognise their own spiritual preference and the impact of this on their provision for others;
- identify expressions of spirituality to develop within their own work and life contexts;
- be able to communicate and reflect on what they have learned from an adult stance.

Assessment

Participants will be credited with this module upon satisfying both conditions:

- Attendance at all sessions;
- Successful completion of a journal. This is a reflective written recording of your thinking about one spiritual tradition with a practical application to one's own life.

Specialist Module 2: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1999) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Auman, J. (2001) *Christian Spirituality in the Catholic Tradition*. London: Sheed & Ward,
- Auman, J. (2006) *Spiritual Theology*. London: Continuum Press
- Downey, M. (1993) *The New Dictionary of Catholic Spirituality*. The Liturgical Press
- Downey, M. (1997) *Understanding Christian Spirituality*. New York: Paulist Press
- Murray, P. (2012) *In the grip of light*. London: Bloomsbury
- O, Malley, W.J. (2008) *Holiness*. New York: Orbis Books
- Orsuto, D. (2006) *Holiness*. London: Continuum Press
- Sheldrake, P (ed). (2005) *The New SCM Dictionary of Christian Spirituality*. London: SCM,
- Sheldrake, P (2012) *Spirituality: a very short introduction*. Oxford University Press
- Thompson, R. (2008) *Christian Spirituality*. London: SCM Press
- Tyler, P & Woods, R. (2012) *The Bloomsbury Guide to Christian Spirituality*

Specialist Module 3: Youth Ministry

Aim

The purpose of this module is to support anyone involved chaplaincy work: prisons, hospitals, universities and schools. This course will help participants to gain an understanding of the foundations of chaplaincy and youth ministry and develop approaches to working with young people in a variety of settings. It includes a study of the theology, principles and goals which are at the heart of chaplaincy work.

Course Content

- Healing, affirming and strengthening: the pastoral ministry of Jesus Christ
- The theology of Catholic Chaplaincy
- Practical ways of developing a Catholic Chaplaincy
- Reaching out to the vulnerable and weakest members of our community

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- to have a good knowledge of three aspects of Christ's pastoral ministry and be able to apply them to everyday situations
- to recognise the theological aspects of chaplaincy work
- to recognise ways of supporting the weak and vulnerable members of our community
- to be able to communicate what they have learned and reflected upon from an adult stance

Specialist Module 3: Reading List

Selected texts

- The New Jerusalem Bible (1995) London: Darton, Longman and Todd
- Flannery, Austen, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II (1983) *Code of Canon Law*. London: Collins
- John Paul II (1993) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Delgado, L (ed). (2005) *Catholic Youth Ministry: the essential documents*. Winona: St Mary's Press
- Gallagher, J (2001) *Seed for the soil*. Great Wakering: McCrimmon
- Hay, D & Nye, R. (2006) *The Spirit of the Child*. London: Jessica Kingsley
- Langford, J. (2006) *Can we have a chat: working safely with young people one to one*. Cambridge: Grove Books
- North, K (2008) *Revealed*. Chawton: Redemptorist Publications
- O, Malley, D. (2008) *School Ethos & Chaplaincy*. Don Bosco Publications
- Sudworth, T (2007) *Mission Shaped Youth*. London: Church House
- Treston, K (2001) *Wisdom Schools*. Wilston Queensland: Creation Enterprises

Useful websites

- The School Chaplain's Conference - www.schoolchaplains.org.uk
- The Bloxham Project – www.bloxhamproject.or.uk
- Association of Chaplain's in Catholic Education – www.acce.org.uk
- Salesian Chaplaincy – www.salesians.org.uk

Specialist Module 4: Presenting the Faith

Aim

The purpose of this module designed to help all those who teach the faith, both in school and in the parish. It looks at recent developments and incorporates modern technology, so that the teacher and catechist can guide their students to know, love and serve God. It has a practical dimension, looking at the various ways we can present the faith, making it relevant for a changing world in the 21st Century.

Course Content

This course uses the Catechism of the Catholic Church as the basis for helping all those people who teach the Catholic faith

- The Profession of Faith: the central features of the Catholic faith
- The celebration of the Christian Mystery: seen through the celebration of the seven sacraments
- Our life in Christ: placing Christ at the centre of everything we do
- Christian Prayer: prayer in the Christian life

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- have a good understanding of the main aspects of the faith as seen in the Catechism of the Catholic Church
- be able to explain the importance of the Paschal Mystery for all our liturgical celebrations
- To recognise the importance of Jesus Christ in the life of the Church
- To recognise the importance of prayer for all members of the Christian Church
- to be able to communicate what they have learned and reflected upon from an adult stance

Specialist Module 4: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) Darton, Longman and Todd
- Benedict XVI. (2009) *Caritas in Veritate*. Alive Publishing
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II. (1999) *Catechism of the Catholic Church*. London: Geoffrey Chapman

Recommended Reading

- Congregation for the Clergy. *General Directory for Catechesis*. London: C.T.S, 1997
- Conrad, R. (1994) *The Catholic Faith*. London: Geoffrey Chapman
- Harvey Cox, (2009) *The future of faith*. London: Harper Collins
- Rehrauer, S. (2005) *Theology for today's Catholics*. Liguori Publications
- Towey, S (2013) *An introduction to Christian theology*. London: T % T Clark
- Treston, K. (1997) *Five effective dimensions for effective teaching*. Twenty-third Publications
- Treston, K. (2000) *Visioning a future Church*. Creation Enterprises
- Winter, M. (2010) *Catholicism Retrieved*. Farthings,

Specialist Module 5: The Catholic School

Aim

The purpose of this module is to consider how Gospel values and a Christ-centred ethos can be embedded across the whole school and what this means in practice. The framework for review, evaluation and celebration of our Catholic schools will be considered under five specific headings: Word of God; Welcome; Welfare; Worship and Witness.

Course Content

- The purpose of Catholic education
- Evaluating the distinctive nature of a Catholic school
- A Framework for review: Word, Welcome, Welfare, Worship and Witness
- Celebrating success in our Catholic schools
- Applying the framework as a model for all Catholic institutions

Learning and Teaching Process

This will include:

- reflection on personal experience
- related input to deepen understanding
- the gathering of information through reading and listening
- group discussion

Learning Outcomes

Participants should:

- have a knowledge of the fundamental characteristics of a Catholic school
- to see how the Gospel values provide the basis for any Catholic school
- be able to see how this framework can support schools, helping them to become caring communities
- be able to communicate this framework to a wider school-parish audience

Specialist Module 5: Reading List

Selected Texts

- *The New Jerusalem Bible*. (1995) London: Darton, Longman and Todd
- Flannery, Austin, O.P. (1996) *Documents of Vatican II*. Dublin: Dominican Publications,
- John Paul II. (1983) *Code of Canon Law*. London: Collins
- John Paul II, (1999) *Catechism of the Catholic Church*. London: Geoffrey Chapman
- The Department of Catholic Education and Formation of the Catholic Bishops' Conference of England and Wales. (2012) *Religious Education Curriculum Directory*

Recommended Reading

- Arthur, J. (1995) *The ebbing tide*. Gracewing
- Franchi, L. (ed). (2007) *An anthology of Catholic Teaching on Education*. New York: Scepter,
- Gallagher, J. (2001) *Soil for the seed*. London: McCrimmons
- Grace, G. (2002) *Catholic Schools: Mission, Markets and Morality*. London: Routledge-Farmer
- Groome, T. (1998) *Educating for life*. New York: The Crossroad Publishing Company
- Groome, T. (2011) *Will there be faith?* Dublin: Veritas
- Palmer, P.J. (1993) *To know as we are known: education as a spiritual journey*. Harper One,
- Palmer, P.J. (1998) *The courage to teach*. San Francisco: Jossey-Boss Publishers
- Prendergast, N & Monahan, L (ed). (2003) *Reimagining the Catholic School*. Dublin: Veritas,
- Vanier, J. *Community and Growth*. (2001) London: Darton, Longman and Todd,