

Department of Religious and Theological Studies

with

St Michael's College, Cardiff

Master of Theology in Chaplaincy Studies (Education)

for schools chaplains

- A post-graduate, post-experience course in schools chaplaincy, specifically tailored to the needs of schools chaplains
- Delivered over three years via four short residential schools per year with individually-directed personal study
- A two part programme –
 - Part I - six short essay-assessed modules
 - Part II - a 16,000 word dissertation on a topic of your choice

The Department of Religious and Theological Studies has a prized 5* research rating. The course will be delivered in an ecumenical collegiate environment where study, worship and reflection belong together .



Master of Theology in Chaplaincy Studies (Education)

Contents

General introduction	3
Course aim and outcomes	4
The Modular Structure	5
The modules	
The structure	
Other matters	7
Tuition Fees	
Residential schools	
Entry Requirements	
Progression	
Hours of Study	
Minimum Entry	
The venue	8
Enquiries	8

Introduction

Welcome

Welcome to this innovative, exciting and unique course that has been specifically designed for school chaplains, with several years work experience, who wish to reflect more deeply on deeply and systematically upon their experience. It is, therefore, a hands-on learning experience, in that the student will learn through guided reflection upon what they already know and find themselves doing in their place of work.

Who should apply?

Most students undertaking the course will be involved in some kind of professional chaplaincy, either on a full- or part-time basis. However, those not directly involved in chaplaincy work may also follow this programme of study if this seems appropriate. In principle the courses is open to all suitably qualified and motivated people of all denominations and faith communities, as well as to people who have no religious commitment or faith.

The MTh was launched in 2001 with a route for military chaplains, and integrates individually-directed personal study with residential learning together with other chaplains. This route, for schools chaplains, was first offered in September 2002. A further route, for health service chaplains, was introduced for September 2004.

Why chose this course?

This course has been designed with three issues in mind:

- i Schools chaplaincy is a unique discipline. Those (lay or ordained) who work at the interface of Christian ministry and the education process in schools encounter practical and theoretical difficulties unknown to any other teacher or Christian worker. The challenge of chaplaincy is highly context-related. No two chaplains face precisely the same situation. Each situation requires its own context-related solutions.
- ii Notwithstanding the above, *all* chaplaincy is alike in important respects. Chaplains in the army, navy, police, schools, hospitals and prisons face dilemmas of ethics and practice that in their fundamental dimensions are common to *all* chaplaincy, and yet unique to chaplaincy.
- iii Finally, there are issues of Christian ministry and practical theology faced by schools chaplains which any Christian minister anywhere, lay or ordained, would recognise.

Course Aims and Outcomes

The MTh is a postgraduate, post-experience course which aims to develop intellectual competence and post-graduate skills alongside deepening reflective practice and enhancing pastoral activity. It falls broadly within the academic field of practical theology.¹

Aim

The formal aims of the course are:

- To improve the intellectual, reflective and practical competence of chaplains at postgraduate, post-experience level;
- To enable chaplains to make their roles more effective so they can make an enhanced and more appropriate contribution within their chaplaincy work;
- To provide an opportunity for exploring present and future training and educational needs within professional development.

Outcomes

At the end of the course, you should be able to:

1. Give a critical account of the role and context of your chaplaincy task;
2. Demonstrate a firm understanding of the content and application of relevant theological and other theoretical knowledge that pertain to your chaplaincy work;
3. Show an ability to understand and use skills of critical analysis, intellectual flexibility and powers of evaluation, and to pursue independent study or research appropriate to postgraduate, post-experience levels of study in relation to your professional tasks and needs;
4. Have developed communication, information management and critical reflective skills that will enable you the better to respond to the pressures of your professional activities;
5. Demonstrate an understanding of the main ethical, value and other issues and dilemmas facing education in contemporary society and to be able, through the use of relevant theories and concepts, to make a real contribution to facilitating discussion on these issues;
6. Situate your specific role as a schools chaplain within wider debates and practices of practical theology, pastoral care and chaplaincy in other institutions;
7. Use appropriate skills of reflection on practice and self-understanding in the service of your pastoral, educational and other activities;
8. Outline and understand the use of some new relevant practical skills that pertain to your own particular role;
9. Explain how selected different disciplinary theoretical frameworks and practical approaches may be used to enhance the theory and practice of your particular chaplaincy task.

¹ See James Woodward and Stephen Pattison, eds., *The Blackwell Reader in Pastoral and Practical Theology*. Blackwell, 1999, for discussion of the nature and parameters of practical theology and cognates such as applied theology, pastoral theology etc.

The Course Structure

Many chaplains have been away from formal theology for some time. With this in mind, the introductory modules of Part I would not be out of place in any post-graduate course in practical theology. The majority of the modules are specific to chaplaincy, but not to *schools* chaplaincy. They are intended to be studied alongside chaplains of other disciplines. The discovery that other chaplains solve very similar problems in very different contexts is part of the course methodology. Two of the modules of Part I are specific to the schools chaplaincy. They have been designed in the face of exhaustive research into exactly what chaplains in schools say they need most, and what school management discern is most needed.

The course aims, to inform and enhance your professional performance, will be taken up in various and different ways within particular modules and cumulatively through the scheme as you pursue it.

The modules

a) Introduction

RTT 201 Practical Theology: Resources and Methods

b) Ethics

RTT 202 Facilitating thinking and debate

c) Context

RTT 204 Spirituality, Education and Youth Culture*

RTT 205 The context of chaplaincy

d) Application

RTT 207 Perspectives and skills in the education context*

RTT 208 Chaplaincy in practice

* These specialist modules are unique to the education route.

The structure

Module Timetable for Part 1 of Chaplaincy MTh

		Part I					Part II	
Module number	RTT	201	202	204*	205	207*	208	Thesis
Year	Residential School							
1	1							
	2							
	3							
	4							
2	1							
	2							
	3							
	4							
3	1							
	2							
	3							

* These modules are unique to the Education Route

In Part I, at any given residential school, the student will be introduced to the subject and specialist bibliography of the new module through up to 9 hours of tuition, seminar work and private research. A carefully devised topic title will be developed, designed to enhance the student’s appreciation of their work context in respect of the module subject.

Over the next three months, the student will read, reflect and write a piece of not more than 4,000 words for the module, under the guidance of the tutor, with whom contact is maintained through email, and supported by the study support facilities at St Michael’s. At the end of the three months period, the piece of work is submitted.

At the next residential school, the student group will present their work in seminar form to their year group to enhance the group learning experience, and begin work on the next module topic.

Part II is a 16,000 word dissertation supported by tutorials over two residenceals and email contact.

Other Matters

<i>Tuition Fees</i>	Part I & 2: fees available on request (contact details p.8) Payable in advance of each academic year
<i>Residential Schools</i>	Formal tuition takes place over two days, commencing at 9am and ending at 8.30 pm. Students are strongly urged to live in college and participate in the worshipping life of the residential. Residential fee: available on request (contact details p.8)
<i>Entry Requirements</i>	Normal entry qualifications will be a first or second class honours degree from a British University or the equivalent abroad, or another post-graduate degree, or a lesser qualification plus relevant professional experience.
<i>Progression</i>	<p>The scheme is in two parts: Part I (120 credits) : six modules of 20 credits each; Part II (60 credits) : a dissertation of not more than 16,000 on a topic chosen by the student and agreed by the Board of Studies.</p> <p>A candidate who has completed three modules (20 credits) may be awarded the Certificate of Postgraduate studies.</p> <p>A candidate who has completed six modules (120 credits) may be awarded the Diploma of Postgraduate studies.</p> <p>A candidate may only proceed to Part II, the dissertation, on the satisfactory completion of Part I (120 credits).</p>
<i>Hours of Study</i>	As with any quality post-graduate course, some considerable commitment is required of the student. For guidance, it is suggested that the student set aside 8-9 hours per week for study.
<i>Minimum entry</i>	This course is offered subject to there being a minimum entry of four in any given year.

The Venue

St Michael's College is a unique institution. It is a full collegiate member of the Faculty of Religious and Theological Studies at Cardiff University. The Faculty enjoys a 5* research rating, placing it among the top five departments in the UK. Cardiff University as a whole is placed 7th in national rankings. The Faculty specializes in practical theology. Much of this specialist expertise has gone into the design of the MTh in Chaplaincy Studies.

St Michael's is also an ecumenical theological training college. It provides initial training for ordained ministry for the Church in Wales, the Church of England, the Methodist Church and the United Reformed Church. It also provides a wide range of other theological training and education, including the MTh in Chaplaincy Studies.

St Michael's is therefore an academic institution of very high standard, a centre for the study of the *doing* of theology, and also a place of theological reflection, prayer and worship. The MTh in Chaplaincy Studies exploits all three characteristics.

Enquiries

Rev'd Canon Andrew Todd
Dean of Chaplaincy Studies
St Michael's College
Llandaff
CARDIFF CF5 2YJ

Personal phone : 029 2083 8001
College exchange : 029 2056 3379

Fax : 029 2083 8008

email : info@stmichaels.ac.uk

Further information about the MTh is available at:
<http://www.cardiff.ac.uk/relig/admission>

Further information about St Michael's is available at: <http://www.stmichaels.ac.uk>

