



## MA in Theology, Ministry and Mission

Welcome to the MA Programme at CMS. CMS is a partner of the TEI, Ripon College Cuddesdon.

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### Aims and Learning Outcomes:

The MA programme aims to offer education that is accessible to students with a wide range of professional and personal circumstances. The aim of this programme is to offer learning and teaching that:

- enable students to pursue academic study and/or professional development in theology, ministry and mission at postgraduate level
- offer academically rigorous and research-facing engagement with a range of disciplines within theology, ministry and mission that is oriented towards the realities of church and society
- by their modes of assessment and methods of learning and teaching enable students to develop as lifelong reflective learners.

Through conversation and learning in class, we hope that learners will continue to be:

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

### MA Programme

The programme consists of 180 credits (6x 20 credit modules and a 60 credit dissertation) and will normally be studied over 3 years at CMS. 150 credits must be taken at level 7 with a maximum of 30 at level 6.

You will study one module per term for the first 2 years and undertake your dissertation in the third and final year.

## MA Modules

There are 6 modules that you will study over 2 years as well as an annual MA weekend.  
(NB the order may vary)

The modules are:

### YEAR 1

#### **Anthropology and Christian Mission** (TMM3461)

A course designed to introduce students to culture, context and worldview. Students will develop their own reflexive capacity in relation to their own cultural background and behaviour.

#### **Reflective Practice: Leadership and Collaboration** (TMM43320)

A course designed to enable students to discern appropriate models of leadership and evaluate their own experience in leadership. Material is drawn from both secular and Christian contexts.

#### **Reflective Practice in Mission and Evangelism** (TMM43520)

A course designed to help students gain a solid grasp of missiology and to engage with current mission issues through exploration of themes and metaphors. It will also help students to reflect missiologically on their own context and experience.

### YEAR 2

#### **Missional Ecclesiology** (TMM2451)

A course designed to help students reflect on the role and mission of the church both historically and in the contemporary world bringing their own experience into conversation with various perspectives.

#### **Research and Reflection: Resources and Methods** (TMM42220)

A course designed to introduce students to various research methods and approaches to theological reflection. There will be an opportunity to design a research project.

#### **Theologies in Global Perspective** (TMM42620)

A course designed to help us engage in theology in the current global context by examining global perspectives on our Bible, faith and mission.

### YEAR 3

#### **Dissertation** (TMM42360)

This is completed in the third year of study. It is a piece of work of 12-000-15,000 words enabling the student to follow an area of interest in depth.

### EXTRA MODULES

You can audit other undergraduate modules at no extra cost such as the Mission Entrepreneurship or Bible in context weeks.

You can find more detailed information and a short reading list for each module on the Common Awards website where generic module descriptors are provided.

See

<https://www.dur.ac.uk/common.awards/modules/outlines.titles/>

## Course Outlines and Assessment

Course Outlines with dates of classes and assessment are available on Moodle.

There will be both formative and summative assessment.

Normally **formative assessment** will happen during the term. Formative assessment is ungraded and is designed to test your interim learning and to give you helpful feedback during the course.

**Summative assessment** will be due in either at the end of term or the beginning of the following term. These may be in the form of essays, journals, portfolios, visit reports, project proposals etc. There are normally two pieces of written work per module and you are expected to write around 2-3000 words for each piece.

**NB** It is important that you keep to deadlines in order for marked work to get to the correct Exam Board for moderation.

**Official submissions** go through RCC Moodle, via CMS Moodle. The deadline is always 12 noon on the advertised date. All submissions **must** have a completed cover sheet attached. (see separate guide)

**Also, email submission** to [assignments@churchmissionsociety.org](mailto:assignments@churchmissionsociety.org) by 12 noon on deadline day.

Attachments in both cases must be ONE document in pdf format.

Module code\_student number\_essay or portfolio

e.g.

Document named 'TMM1111\_00012235\_essay (or portfolio)'

Email subject Line 'TMM1111\_00012235\_essay (or portfolio)'

Header or footer 'TMM1111\_Module Name\_00012235'

## Attendance and Progression

All registered students are expected to: (a) fulfil the attendance requirements of the TEI: the expectation is 100% unless permission for absence has been sought from the module tutor in the first instance; and (b) fulfil all academic engagements (including registration, written work, tutorials, seminars, practical classes, placements, short courses, including those which may be held during vacations) to a standard satisfactory to the Programme Leader.

## Assessment Schedule

The assessment for each core module has two stages: formative assessment (i.e. learning during the module where explicit feedback is given) and summative assessment (i.e. where a final and moderated percentage mark is assigned by the module tutor). Module tutors will always aim to provide feedback within one calendar month of the published submission date. The marks of the summative assessments will be processed through an Examination Board, which meets at two periods of the year: Exam Board 1 in June-July (i.e. remaining

work needs completing during the Easter vacation period) and Exam Board 2 in September-November (i.e. remaining work needs completing during summer's Long Vacation). The classification of an individual student's results will be processed at the Examination Boards, whose conventions will be subject to Durham University's Core Regulations.

### **Late Submissions**

Summative assessed work submitted late but within five working days of the deadline shall be penalised by having the mark capped at the module pass mark (40%). The work will nevertheless be marked and feedback supplied. The mark that would have been awarded will be indicated to the student. Here a 'working day' refers to Monday to Friday, and excludes all statutory bank holidays.

Summative assessed work submitted more than five working days after the deadline will not be marked and a mark of zero will be recorded. A student who is unable, due to illness or other good cause, to submit coursework by the required date may apply to the Programme Leader or his/her nominee for an extension of that date. This should normally be done in advance of the deadline. If granted, a new date will be set as appropriate.

### **Academic malpractice**

The TEI considers academic misconduct to be a formational and disciplinary matter; it may result in expulsion without the award of a qualification. Such malpractice may take the form of: plagiarism (unacknowledged quotation or close paraphrasing of other people's writing, amounting to the presentation of another person's thoughts or writings as one's own), multiple submission (inappropriate submission of the same or substantially the same work of one's own for a different module), collusion (working with one or more other students to produce work which is presented as one's own in a situation in which this is inappropriate or not permitted and/or without acknowledging the collaboration); impersonation (presenting work on behalf of someone else as if it were the work of the other individual); cheating (using inappropriate or unauthorised means to achieve credit for a module); the use of inadmissible material (which is not permitted to achieve credit for a module); and submitting work purchased from an essay writing website, as if it were your own work.

Therefore, you should take care to acknowledge the work and opinions of others and to avoid any appearance of representing them as your own. If you need further guidance or if you are struggling with your academic work then please consult with the Module Tutor, Programme Leader and/or the Study Skills Officer.

### **Resources**

All of the general information you will need for this programme will be available on the CMS Moodle site.

Students on this programme have user rights for books and journals held in the college Library (c. 30,000 volumes). Students have user rights for Durham University online resources: JSTOR (Journal Storage), a major digital library of academic journals, books, and

primary sources, and ATLA (**The American Theological Library Association**), a premier index to journal articles, book reviews, and collections of essays in all fields of religion.

## Support

Sarah Clarke co-ordinates the student support so do talk to her if you have any questions about it. There is a section on Moodle with several sections so do look through the information on there.

To help guide your progress through the MA programme, you will be assigned a **tutor** from the CMS team to help support you during your studies. You'll find out who your tutor is at our Induction day and this person will stay supporting you throughout your time with us. Ordinands will also have a tutor at Cuddesdon.

Twice a year, your tutor will get in touch to arrange a meeting (usually on a Tuesday). This meeting is about hearing how you're doing, what your progress is and anything we can do to help your studies. It's also a chance to talk about how you're doing in yourself, how things are in your context and to check that you're happy and content. These meetings are informal in nature so there's nothing to worry about. Tutors will take some personal notes but these are kept private and things are kept confidential unless you as the student agrees or in very unusual circumstances where some wider action needs to take place. Tutoring is about investing in you as students. Make best use of these times and be honest with your tutor as they support you.

Each student will also have a **mentor** - this is someone in the local context who can play a supporting role while you are on the course. There are two roles that we hope the mentor can play for the student. One is to be a source of support and encouragement as you do the course. The other is to be someone who you can talk with about the specific task of putting together the portfolios.

We also have a **course chaplain** – Rev Idina Dunmore – who has kindly offered to be present on most Tuesdays to offer a listening ear/encouragement/pastoral support.

If you know that you suffer from dyslexia, or suspect that this might be the case, then please speak to your tutor

## Student Feedback

Students are registered during the first term through the TEI as members of Durham University. The Programme Leader sits on the termly Common Awards Management Committee (which reports to Durham University's Common Awards Management Board) on which you are entitled to student representation for these programmes. There will also be opportunity for student feedback at the RSC Board of Studies, when the delivery of the programme and its modules is reviewed. If you have a complaint then it is always best to resolve the problem quickly and informally, but if this is not possible then please read through the Student Complaints Procedure on the VLE which provides further advice and instructions.