



Leeds Trinity
University

Catholic Certificate
in Religious
Studies

Welcome

Welcome to the Catholic Certificate in Religious Studies (CCRS) programme at Leeds Trinity University!

The CCRS is a qualification designed for teachers in Catholic schools, *'that they may have a basic understanding of the Church, its teaching and way of life to enable them to contribute to the maintenance of the ethos of the Catholic school.'* (<http://www.brs-ccrs.org.uk/>).

This qualification is in addition to your specialist subject knowledge and your training as a teacher, as it helps you understand what it is that makes a Catholic school Catholic.

The CCRS is regulated and moderated by the Board of Religious Studies of the Catholic Education Service, which is an advisory body of the Catholic Bishops' Conference of England and Wales. Leeds Trinity University delivers and assesses the CCRS, and issues the Certificate, on behalf of the Board of Religious Studies. The Board decides on course content, assessment types, and other regulations such as attendance.

The BRS considers that

those [NQTs] who have done all their training in a Catholic College of Higher Education could be expected to have completed the CCRS. Those who have obtained their PGCE in a Catholic College will usually have some modules, but need to complete the CCRS elsewhere.

The CCRS is a key qualification for teachers in Catholic schools, regardless of their own faith background. In addition, those who hold other roles in schools, such as chaplains, may be required to have the CCRS, as well as those who have certain tasks in parishes, such as catechists. The CCRS is a pre-requisite for many posts in the Catholic school sector, and is recognised across the sector as a desirable qualification, which can expand both your expertise and your vocational focus.

Course Description

The Catholic Certificate in Religious Education is made up of 6 core modules and 2 specialist modules. Students must complete all 8 modules* within 5 years of your first module: e.g., if your first module is autumn 2019, you must complete December 2024.

The Board of Religious Studies requires that students attend and participate in all of the teaching sessions for each module, in order to be able to submit an assessment for credit. At Leeds Trinity University, assessment for each module is via a 1500-word essay. Education students are encouraged to present this as a lesson plan and rationale. The work is assessed as Fail/Pass/Distinction, and all 8 modules must be passed in order to obtain the Certificate.

Students have two opportunities to re-sit modules which they have failed. Re-sits should be negotiated with the Programme Leader in the first instance.

The core modules focus on Catholic belief and practice, and are taught in every Centre. At Leeds Trinity University, they are offered during some Saturday afternoon sessions per term. These sessions are usually from 12.30 pm to 3 pm. Each teaching session lasts 2.5 hour sessions, and a 2.5 hour set task on Moodle, completes the 10 compulsory hours of teaching time.

The specialist modules vary from centre to centre. At Leeds Trinity University, we offer specialist modules in Catholic Education. We welcome Catholic and non-Catholic students and aim to ensure that both access the curriculum successfully. These modules examine Church teachings about the work of teachers in Catholic education as well as debate some of the challenges that are faced. In addition, the modules utilise practical activities to support teachers in preparing to nurture spirituality in children and young people.

These modules are delivered on some Thursday evenings throughout the year (see timetable), between 5.30 pm and 8 pm. Students will submit 2 x 1500 word essays, (one per Catholic Education Module) following the guidelines issued, in order to receive credit for this module.

(In some circumstances it may be possible to APL some core modules if deemed appropriate by the Programme Co-ordinator)*

CRS 4011A: Old Testament

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.

Learning Outcomes

At the end of this module, students should be able to:

- 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 the 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 from an adult stance.

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 effects of the Exile.

CRS 4011B: New Testament

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.

Learning Outcomes

At the end of this module, students should be able to:

- 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 from an adult stance.

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.

CRS 4031A: Sacraments

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.

Learning Outcomes

At the end of this module, students should be able to:

- Recognise the symbolic use of word and action in daily life.
- Understand the relevance and purpose of the seven sacraments in the life of the individual and the Christian community.
- Appreciate Baptism, Confirmation, and Eucharist as sacraments of Christian initiation.
- Appreciate the sacraments as celebrations of the covenant relationship between Christ and the Church.
- Be able to communicate what they have learned from an adult stance.

Course Content

- Study of the use of signs and symbols in daily life.
- Reflection on the Church as the sacraments of Christ's presence.
- An overview of the seven sacraments.
- Study of the process and sacraments of Christian initiation.

CRS 4021B: The Church

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

Learning Outcomes

At the end of this module, students should be able to:

- 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 from an adult stance.

Course Content

- The meaning and significance of the Church, as used in the earliest days and developed in later practice.
- The significance and practical implications of the ecclesiology of Vatican II.
- 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 faiths.

CRS 4031B: Christian Morality

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.

Learning Outcomes

At the end of this module, students should be able to:

- 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 conscientiously held, positions in regard to moral questions.
- Be able to communicate what they have learned from an adult stance.

Course Content

- Moral decision-making as a universal human activity.
- Basic principles of Christian morality.
- Formation of Christian conscience.
- Contemporary moral issues, e.g., environmental, medical, sexual, social.

CRS 4021A: Jesus Christ

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.

Learning Outcomes

At the end of this module, students should be able to:

- Recognise the diversity of images of the Person of Jesus.
- Relate these images to the social and cultural context in which they were 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.
- Be able to communicate what they have learned from an adult stance.

Course Content

- The participants' own images 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.
- Credal statements and their relevance today, with particular reference to the Nicene Creed and the historical and social context in which it developed.
- Reflection on the concept of the Kingdom of God as it is expressed in the Bible and understood today.

CRS 4041: Catholic Education 1: Ethos and Mission

Learning Outcomes

At the end of this module, students should be able to:

1	demonstrate knowledge of the mission, historical background, governance and ethos of Catholic schools and of the vision of education that underpins them
2	demonstrate an understanding of the ethos of a Catholic school and identify a range of opportunities for a teacher to support its Mission Statement
3	demonstrate the ability to make professional decisions regarding the pastoral and educational needs of pupils with reference to the aims and purposes of Catholic education
4	plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development (including world faiths) and understand the leadership process for development and evaluation

Course Content

- Gain an understanding of education in practice, responsibility, accountability and improvement in order to enable them to understand the requirements of teaching in Catholic education.
- Catholic tradition in education; teachings of the Catholic Church in respect of the curriculum; the role of the parents as first educators; working knowledge of – responsibilities in Canon Law, the responsibilities of school governing bodies for the maintenance of the Trust Deed and Instrument, the ethos, and the contract of employment in the Catholic school.

CRS 4051: Catholic Education 2: Learning and Teaching

Learning Objectives

At the end of this module, students should be able to:

1	apply the knowledge of the mission, historical background, governance and ethos of Catholic schools and of the vision of education that underpins them in planning for teaching and learning.
2	demonstrate the ability to make professional decisions regarding the pastoral and educational needs of pupils with reference to the aims and purposes of Catholic education.
3	demonstrate understanding of the principles for planning and delivering a curriculum for global citizenship.
4	demonstrate an understanding of the role of teacher in the process of evaluation and development in teaching and learning

Course Content

- Planning for moral and spiritual development for children and young people.
- Teaching in a Catholic community.
- Acts of worship and preparing for the Sacraments.
- Working with parents in religious growth.
- The role of the Catholic teacher in the wider children's workforce.

The workshops for this module will be supported by students' input from preparatory reading. Teaching sessions will include tutor presentations, facilitating experiential learning, small group activities and discussions. Students will use workshop time to explore ways of creating a portfolio of activities and reflections for their own professional development in learning and teaching.

SATURDAYS TERM 1

	5 th Oct	12 th Oct	19 th Oct	26 th October ROOM AF36	2nd Nov ROOM AF36	9 th Nov ROOM AF36	16 th Nov ROOM AF36	23 rd Nov ROOM AF36	30 th Nov ROOM AF10	7th Dec		
9.30 – 12 noon							Moodle Task (Old Testament)	Moodle Task (New Testament)				
12.30 – 3 pm				Fr Chris Angel New Testament	Mrs Linda Pennington Old Testament	Fr Chris Angel New Testament	Mrs Linda Pennington Old Testament	Mrs Linda Pennington Old Testament Assessment Hand-in date: Monday 9 th December at 12 noon.	Fr Chris Angel New Testament Assessment Hand-in date: Monday 9 th December at 12 noon.			

SATURDAYS TERM 2

	11 th Jan	18 th Jan	25 th Jan ROOM AF36	1st Feb ROOM AF36	8th Feb ROOM AF36	29 th Feb ROOM AF36	7 th March ROOM AF36	14 th March ROOM AF10	21st March ROOM AF36	28th March ROOM AF36
9.30 am – 12 noon				Moodle Task The Church				Moodle Task (Sacraments)		
12.30 – 3 pm			The Church Fr Timothy Whitwell	The Church Fr Timothy Whitwell	The Church Fr Timothy Whitwell The Church Assessment Hand-in date: Monday 16 th March 2020 at 12 noon.	Sacraments Mrs Linda Pennington	Sacraments Mrs Linda Pennington	Sacraments Mrs Linda Pennington Assessment Hand-in date: Monday 6 th April 2020 at 12 noon.	Christian Morality Fr Michael Doody	Christian Morality Fr Michael Doody

SATURDAYS TERM 3

	25 th April ROOM AF36	9 th May ROOM AF36	16 th May ROOM AF36	6 th June ROOM AF36							
9.30 – 12 noon	Moodle Task (Christian Morality)			Moodle Task (Jesus Christ)							
12.30 – 3 pm	Christian Morality Fr Michael Doody Assessment Hand-in date: Monday 11th May 2020 at 12 noon.	Jesus Christ Fr Sean Crawley	Jesus Christ Fr Sean Crawley	Jesus Christ Fr Sean Crawley Assessment Hand-in date: Monday 15th June 2020 at 12 noon							

THURSDAYS CATHOLIC EDUCATION 1 and 2, TERMS 1 AND 2

	26 th Sept	3 rd October ROOM AF36	10 th October ROOM AF36	17 th October ROOM AF36	24 th October	27 th Feb ROOM AF36	5 th March ROOM AF36	12 th March ROOM AF36	19 th March ROOM AF36	26 th March	
5.30 pm – 8.00 pm		Catholic Education 1 Mark Stuart- Collins	Catholic Education 1 Mark Stuart- Collins MoodleTask to complete before next session	Catholic Education 1 Mark Stuart- Collins Assessment Hand-in date: Monday 4 th November 2019 at 12 noon.		Catholic Education 2 Mark Stuart- Collins	Catholic Education 2 Mark Stuart- Collins	Moodle Task	Catholic Education 2 Mark Stuart- Collins Assessment Hand-in date: Monday 6 th April 2020 at 12 noon.		

Registering on the Course

Initial Registration

All students must register with the Board of Religious Studies by completing the Registration Form and paying the one-off Registration fee. This fee, £20, is payable to the Catholic Education Service of England & Wales, and will be submitted to them with your Registration Form.

The Registration Form and payment options are found on the Leeds Trinity University online store.

Once the Board of Religious Studies has received this form, they will provide you with a CCRS registration number. You should keep a record of this number, as you will need it if you wish to switch to another centre to complete the Certificate.

You have 5 years to complete the course. If you are unable to complete the CCRS while you are a student at Leeds Trinity University, you may complete it at another centre. Please contact the CCRS Programme Leader if you need to move to another centre.

External students will be provided with a Student ID by Student Administration at LTU, which will enable access to Moodle and the university library.

Registration for each module

You should register for each module by purchasing the module via the Leeds Trinity Online Store.

Please note that if you have not registered (and, where applicable, paid the fee) by the second class, you will not be able to submit an assessment for that module.

If you have started the module, refunds will not be given.

Registration Process Summary

1. Complete CCRS Registration Form via the Online Store, and pay the £20 registration fee.
2. The Board of Religious Studies will issue you with a CCRS registration number. Student Administration will issue a student number to external students.
3. Register for each module by purchasing it via the online store. Module choices will be confirmed via e:Vision by Student Administration.

Key CCRS Contacts

Name	Telephone Number/Room	Email address
Jenny Stuart-Collins Programme Co-ordinator	0113 2837314 Room Shrewsbury 13	J.Stuart-Collins@leedstrinity.ac.uk

Emma Robinson
Student Administration 0113 2837115 Room AM36 e.robinson@leedstrinity.ac.uk

Emma manages the student records process and liaises with the Catholic Education Service.

Completing the CCRS

For successful completion of the CCRS, students must:

- Attend all 8 modules with **100%** attendance in each.
- Successfully complete and pass each assessment.
- Pass all modules within 5 years of registration.

Assessment

Assessment for the Core modules is by 1500-word essay (or equivalent). You should hand a hard copy of your assignment in to the Student Administration office, for the attention of Lucy Whitehead.

Grades

Your assessment will be marked on a pass/fail/distinction basis following the Assessment Criteria of the Board of Religious Studies.

Assessment Administration

- Module handbooks will provide full details of the assignment including assessment criteria.
- The submission dates for each module are listed on the Moodle pages.
- Unless otherwise indicated, all assessments are to be submitted by **HARD COPY** and **ALSO** via the Turnitin links on the Moodle page for each module. Hard copies are submitted to Pauline Langley, Room T7 (Trinity Building) at Leeds Trinity University. Or, you may post your assignment in the CCRS post-box, ground floor of the Trinity Building.
- Up to 2 re-sit attempts are permitted by the Regulations.
- Re-sit submission dates are to be negotiated with the CCRS Programme Co-ordinator, and must normally be completed by the end of the academic year.
- Module marks will be entered onto e:Vision.
- When you have successfully passed all 8 modules, we will submit your marks to the Board, who publish the certificates.

Results

Results will be recorded as follows:

P	Pass
D	Distinction
F	Fail (two re-sit attempts are permitted)
AB	Non-submission (student must repeat module)

Results will be confirmed at the panel and submitted to the Chair of the Board of Examiners for signature.

Assessment moderation normally takes place both internally and with other regional centres.

Recording Results and Awards

- Student Administration will record the results on to e.vision and the CCRS spreadsheet. Students may access results via e:Vision once they have been approved by the Chair of the Board of Examiners.
- Student Administration will check award eligibility and, where appropriate, request certificates from the Board of Religious Studies. All results and awards will be recorded on the CCRS spreadsheet in addition to LTU records.
- The Catholic Certificate of Religious Studies is awarded by the Board of Religious Studies of the Catholic Education Service of England and Wales. They will re-issue lost certificates for a small fee. **Leeds Trinity University cannot re-issue your certificate.**

Re-assessment procedure

- Students are permitted 2 re-sit attempts at any failed module. Re-assessments must be negotiated with the CCRS Programme Co-ordinator, who may recommend the student repeat the module. All re-sits must be completed within the same academic year as the original module.
- If attendance falls below 100% for any module, students will not be eligible to submit the assessment, and must repeat the module. Attendance includes completion of the Set Task on Moodle as well as the classes.

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BOARD OF RELIGIOUS STUDIES**

Assessment Criteria

PASS	DISTINCTION	FAIL
<p>The work displays:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • There is some degree of knowledge and understanding of the relevant material; • Use of an acceptable range of resources is made. <p>Argument and Analysis:</p> <ul style="list-style-type: none"> • An argument is attempted; the work is largely descriptive, rather than analytical. <p>Structure and Coherence:</p> <ul style="list-style-type: none"> • Some attempt is made to organise material logically and to focus on the question. <p>Presentation:</p> <ul style="list-style-type: none"> • 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>The work displays all or a significant number of the following:</p> <ul style="list-style-type: none"> • Evidence of good knowledge and understanding of the question and materials, relevant concepts and methodology; • Reading beyond the recommended minimum; • Independent reflection; • Good level of critical analysis; • Clear and coherent arguments supported by appropriate examples • Good, clear written style; • Full and accurate referencing and bibliography. 	<p>Either a significant amount of work is not the participant's own, or the work displays all or some of the following limitations:</p> <ul style="list-style-type: none"> • Inadequate understanding of the subject area; misunderstanding of key concept(s); • Poor use of resources; • Insufficient engagement with the question; • Unfocussed response to the question; • Inadequate use of referencing and bibliography; • The work is illegible and/or shows an unacceptable standard of written English and/or exceeds the specified word count.

Please note that you **MUST** demonstrate that you have understood the Church's teaching in the module/question being assessed in order to pass the assessment.

GUIDELINES FOR SUBMITTING YOUR ASSESSMENTS

- **Answer the question!** It seems obvious – but all too often students make this fundamental mistake. If you don't answer the question, you can't get the mark.
- **Refer to the Church's teaching.** Again, it seems obvious – but too many assessments make no reference to the teaching of the Catholic Church on a particular question. You must refer to the Church's teaching, and demonstrate that you have understood it, in order to pass the assessments.
- **Reference properly.** Every quotation from another author should be clearly identified as such, in between quotation marks, and with the author, work, publication details, and page numbers given.
- **Present it thoughtfully.** Imagine you are reading 30 of your own assessments, and think about how you can make life easier for the marker. Double-space your work, so that it is easy to read. Ensure paragraphing is clear, and that each new paragraph introduces a new idea. Avoid fancy titles and layouts.
- **Check the spelling and grammar!** Nothing is more dispiriting for a tutor than marking an essay which contains basic spelling/grammar errors.
- **Include page numbers.**
- **Complete the CCRS Cover Sheet, as required.** Your name, CCRS registration number, and module number/title should be given. You must also supply the word count.
- **Ensure you have attached the Bibliography.** This should include every work you have referred to/quoted from in the text.

Researching your assessment

Take careful notes, and pay attention, during class. Hints will often be given about how to answer assessments during teaching. If you are unsure, or have questions – ask. Use breaks during class time to ask the tutor any questions about the content and/or the assessment.

Start thinking about the assessment as soon as you can. You should allow yourself adequate time to go back through your notes, think about the question, and carry out further reading and research.

A core bibliography for the CCRS programme is available on the CCRS Moodle page, and on the Moodle page of every module. Further reading specific to each module has also been provided by the module tutor in the Bibliography in the Module Handbook. Everything listed is available in the university library, where at least one copy of every book is available on reference only (except for electronic holdings). You should not require any further resources.

Wikipedia is not an acceptable source. Similarly, blogs or unofficial/personal websites are not appropriate resources (except in certain circumstances). The only acceptable websites are official sites of the Catholic Church (e.g., the Vatican website, www.vatican.va, or the Bishops' Conference website, www.cbcew.org.uk, on which electronic resources may be found).

Referencing

Every quotation you use must be properly attributed. The marker should be able to find it instantly from the information you give. You **must** include page numbers.

Failure to reference properly may result in a Fail. This includes your Bibliography.

You may *either* use Harvard (or 'in-text') referencing *or* Chicago (or 'footnote') referencing. Whichever system you choose, please ensure page numbers are given (paragraph numbers for Church documents), and please be consistent throughout the essay.

Substantial unattributed quotations may be considered to be plagiarism and the essay will be failed. Turnitin will pick up any unattributed quotations.

In the referencing examples which follow, the text to be referenced is in bold. Note the use of quotation marks to separate the quote from the rest of the text.

How to reference: Chicago (footnote) style

As Towey notes, Christian theology ‘involves the proposal that reality is ultimately God-based.’¹

The full details of the text are given in the footnote, with the page number.

In the bibliography it should appear as:

A Towey, *An Introduction to Christian Theology* (London: Bloomsbury, 2014)

How to reference: Harvard (in-text) style

As Towey notes, Christian theology ‘involves the proposal that reality is ultimately God-based.’ (Towey 2014:14)

The author, year of publication, and page number are supplied in the text, with full details in the bibliography.

In the bibliography it should appear as:

Towey (2014): *An Introduction to Christian Theology* (London: Bloomsbury)

How to reference: the Bible

Quotations from the Bible should be as follows:

‘Then Simon Peter spoke up, ‘You are the Christ,’ he said, ‘the Son of the living God.’ (Matt. 16.16) This illustrates that already for the disciples...

You will find a list of abbreviations for the Books of the Bible (e.g., Matt. for the Gospel of Matthew) at the front of your Bible.

Please do ensure that you are using a **Catholic** Bible – either the *New Jerusalem Bible*, or the *CTS* translation, or the one available on the Vatican resource website.

You do not need to include the Bible, or its publication details, in the bibliography.

¹ A Towey, *An Introduction to Christian Theology* (London: Bloomsbury, 2014) p. 14.

How to reference: Church documents

The Catechism:

‘Moved by the grace of the Holy Spirit and drawn by the Father, we believe in Jesus’. (*Catechism of the Catholic Church*, 424) Thus the *Catechism* describes...

This quotation is paragraph number 424 of the *Catechism of the Catholic Church*. The reference may also be given as (CCC 424).

In the bibliography it should appear as:

Catechism of the Catholic Church

Papal documents:

‘The light of faith: this is how the Church’s tradition speaks of the great gift brought by Jesus.’ (Francis, *Lumen Fidei*, 1) Here Pope Francis demonstrates...

This quotation is paragraph number 1 of the Encyclical *Lumen Fidei* by Pope Francis.

In the bibliography it should appear as:

Francis, Encyclical Letter *Lumen Fidei* (2013)

NB: Pope Francis is the first ‘Francis’, so there is no regnal number. Other popes should be written including their regnal number – e.g. John Paul II, Benedict XVI, John XXIII, etc.

Council documents:

The Second Vatican Council teaches us that, ‘Christ is the light of humanity’. (*Lumen Gentium* 1)

This quotation is paragraph number 1 of the Second Vatican Council (Vatican II) document *Lumen Gentium*. It may also be given as *LG* (especially if there are frequent references.)

In the bibliography it should appear as:

Dogmatic Constitution on the Church *Lumen Gentium*

or simply *Lumen Gentium*.