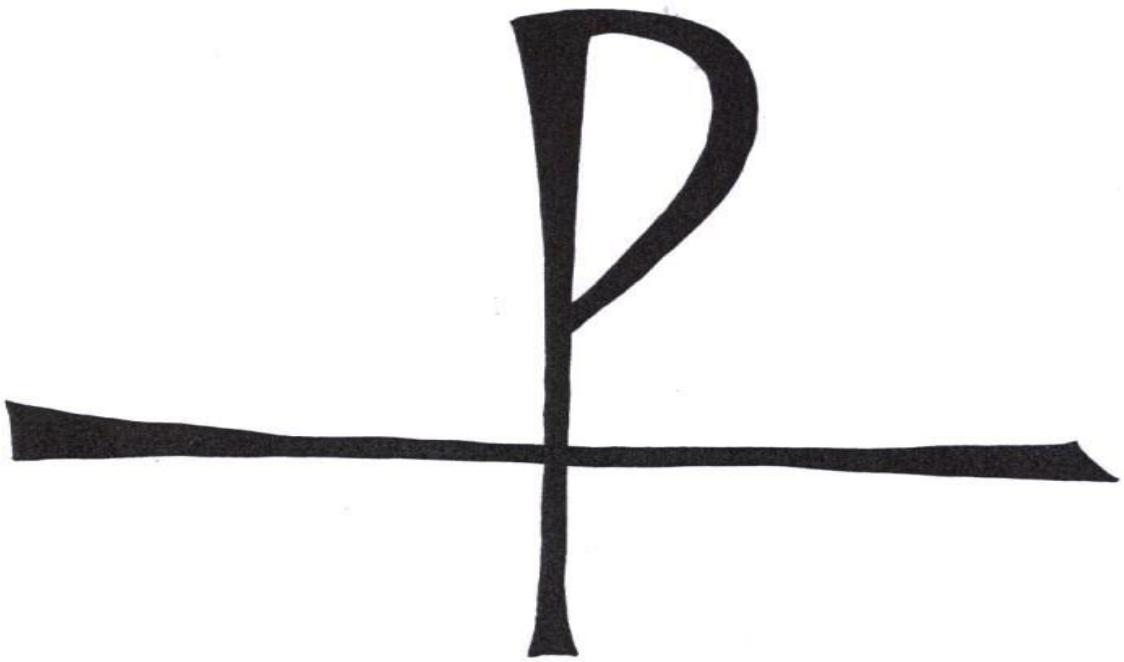


**Catholic Certificate
in Religious Studies**



Centre Manual

Board of Religious Studies
Catholic Bishops' Conference of England and Wales
Twelfth Edition 2016

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For further information, please contact:
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Board of Religious Studies
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Tel 0207 901 1900
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Email: ccrs@catholiceducation.org.uk
www.brs-ccrs.org.uk

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Introduction

The Catholic Certificate in Religious Studies (CCRS) is managed and awarded by the Board of Religious Studies on behalf of the Bishops' Conference of England and Wales. It was introduced in 1991 to replace its predecessors. The Catholic Teachers' Certificate and the Certificate in Religious Education. Any person who is or wishes to be involved in Catholic education and formation may apply for this course. This includes those involved in Religious Education in schools, Parish Catechesis and other ministries in the Church and anyone who wishes to follow the course for faith development or personal interest. The course seeks to ensure that participants have at least a basic knowledge and understanding of the beliefs of the Catholic Faith. It also provides a basis for further study.

Course Aims

Study for the Catholic Certificate in Religious Studies aims to:

- provide teachers, those involved in parish ministry and other ministry contexts with knowledge and understanding of the teaching and beliefs of the Catholic Faith
- develop an appreciation of the principles of Catholic education at all levels
- employ and encourage sound adult educational processes which express central values of Catholic life
- enhance understanding of education within the Church as a life-long process
- enable all participants to make an informed contribution to their chosen field of ministry within the Church.

Course Structure

The certificate is normally awarded after two years' study, with a maximum of five years' to complete from the start of the first module (only exceptional pastoral reasons are acceptable for studying beyond five years'). Without a good reason for exemption the modules will cease to be valid. The five-year period starts from when you first start your studies with the centre and not from when you are registered with the National CCRS Database. If you dispute the maximum five years' study with the centre they will need to have any extension of study agreed with the CCRS Regional group first.

There are eight modules:

- six core modules
- two specialist modules.

The core modules explore the Scriptures, the Person of Jesus Christ, the Church and its sacramental life and moral understanding.

The specialist modules relate to each participant's ministry in the Church, covering such areas as Religious Education in schools, Parish Catechesis, Liturgy, Justice and Peace and Chaplaincy.

Each module requires:

- ten hours' contact time
- an assignment of 1500 words or equivalent.

Module Structure

Each of the six core modules of the Certificate is described according to the following pattern:

Aim
Course Content
Learning and Teaching Process
Learning Outcomes
Assessment

They are designed to build together into a basic understanding of Catholic theology. Its application within a school, parish or ministry setting is explored further through the specialist modules.

The Catechism of the Catholic Church begins with the human search for meaning, the Divine Revelation of God who comes to meet us, and the response of faith (ccc 26). This is the process that is adapted in all the modules explored with the participants.

Search
Revelation
Response

The six core modules are:

The Bible: Old Testament (Hebrew Scriptures)
The Bible: New Testament
Jesus Christ
The Church
Sacraments
Christian Morality

The Bible: Old Testament (Hebrew Scriptures)

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 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 and reflected upon from an adult stance.

Assessment

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

- Attendance for at least ten hours' contact time
- Successful completion of an Assignment based on some aspect of the content of this module and related to one or more of the identified learning outcomes. (This can include a written assignment or presentation or portfolio.)

The Bible: 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.

Assessment

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

- Attendance for at least ten hours' contact time
- Successful completion of an Assignment based on some aspect of the content of this module and related to one or more of the identified learning outcomes. (This can include a written assignment or presentation or portfolio.)

Jesus Christ

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 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 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 is 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
- be able to communicate what they have learned and reflected upon from an adult stance.

Assessment

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

- Attendance for at least ten hours' contact time
- Successful completion of an Assignment based on some aspect of the content of this module and related to one or more of the identified learning outcomes. (This can include a written assignment or presentation or portfolio.)

The Church

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 *communio* 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.

Assessment

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

- Attendance for at least ten hours' contact time
- Successful completion of an Assignment based on some aspect of the content of this module and related to one or more of the identified learning outcomes. (This can include a written assignment or presentation or portfolio.)

Sacraments

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.

Assessment

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

- Attendance for at least ten hours' contact time
- Successful completion of an Assignment based on some aspect of the content of this module and related to one or more of the identified learning outcomes. (This can include a written assignment, or presentation or portfolio.)

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

Assessment

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

- Attendance for at least ten hours’ contact time
- Successful completion of an Assignment based on some aspect of the content of this module and related to one or more of the identified learning outcomes. (This can include a written assignment or presentation or portfolio.)

Specialist Modules

This is a list of the titles of Specialist Modules available at the time of going to print. The number and content of Specialist Modules may be revised by a Centre from time to time. For further information about particular Modules and current availability, please contact the Centre concerned. Whichever Specialist Modules are followed, they will be recorded on the Registrar's database as S1 and S2.

ARUNDEL & BRIGHTON - UNIVERSITIES OF BRIGHTON & SUSSEX CATHOLIC CHAPLAINCY

Teaching and Learning in Religious Education in Parishes
Liturgy and Worship

BIRMINGHAM – MARYVALE INSTITUTE

Religious Education
Liturgy, Worship and Prayer

BRENTWOOD

Religious Education: Philosophy and Principles
Liturgy

CARDIFF

Catholic Education in Primary Schools
Religious Education in Primary Schools
Catholic Education in Secondary Schools
Religious Education in Secondary Schools

CATHOLIC DEAF ASSOCIATION

Catechetical Ministry
Pastoral Ministry

CCRS ONLINE

Curriculum RE in a Catholic School
Chaplaincy
World Religions

CLIFTON

Liturgy in Schools
Faith and Science

EAST ANGLIA - MARGARET BEAUFORT INSTITUTE OF THEOLOGY

Catechetics
Recent Developments in Catholic Theology
Developing Spirituality

HALLAM

Liturgy
Catholic Social Teaching
Professional Development Modules R.E.
Youth Ministry

HEXHAM AND NEWCASTLE

Catholic Education
Youth Ministry 1
Religious Experience and Faith
Parish Catechesis
Spirituality and Prayer
School Chaplaincy

LANCASTER

Introduction to the Catechism of the Catholic Church
Christian Identity in Contemporary Society

LEEDS

Catechesis: General Principles and Practice
Catholic Schools & Religious Education
Liturgy
Philosophy
Catholic Social Teaching
Interreligious Relations
Youth Ministry
Family Life Ministry
Rite of Christian Initiation of Adults (RCIA Network)

LEEDS TRINITY UNIVERSITY

Catholic Education 1: Ethos and Mission
Catholic Education 2: Learning and Teaching

LIFE LIGHT – DISTANCE LEARNING

Introduction to Religious Education
Religious Education in the Primary School
Religious Education in the Secondary School
Religious Education in the Parish
Religious Education in the Irish Primary School

LIVERPOOL

The Distinctive Nature of a Catholic School
Current Developments in Religious Education
An Introduction to Parish Catechesis
Parish Catechesis: Further Perspectives and Challenges
An Introduction to Liturgy
The Celebration of God's Word in Worship

LIVERPOOL HOPE UNIVERSITY

Curriculum Religious Education in a Catholic School
World Religions

MENEVIA

Religious Education in Primary schools 1
Religious Education in Primary schools 2
Religious Education in Secondary schools 1
Religious Education in Secondary schools 2
Prayer and Liturgy

MIDDLESBROUGH

Current Developments in Religious Education for Teachers
An Introduction to Pastoral Ministry
An Introduction to Parish Catechesis
World Religions in a Catholic School

NEWMAN UNIVERSITY, BIRMINGHAM

Religious Education 1
Religious Education 2

NORTHAMPTON

Today's Parish
Religious Education in Parish and School
The Social Teaching of the Catholic Church
Faith and Culture – Evangelisation in the Modern World

NOTTINGHAM

Catholic Schools and Religious Education
Liturgy
Youth Ministry
Bereavement
Ecumenism
Justice and Peace
Catechesis

PLYMOUTH

Specialist modules at this centre are integrated into four core modules, Transformation, Discipleship, Ministry, and Mission. This received approval from the Board of Studies in 2014. Please apply to the centre for further information.

PORTSMOUTH - PRIMARY CATHOLIC PARTNERSHIP

Introduction to Religious Education
Religious Education in the Primary School

ROEHAMPTON UNIVERSITY/ DIGBY STUART COLLEGE

Teaching and Learning: Primary & Secondary Professional Studies
Catholic Social Teaching
Leadership & Management in Catholic Schools

SALFORD

The Catholic School: A Framework for Review, Evaluation and Celebration
Spirituality
Liturgy and Worship
Presenting the Faith
Catholic Social Teaching

SHREWSBURY

Religious Education 1: The Church and Education: Vision and Mission
Religious Education 2: Religious Education and the Classroom
Introduction to Catechetics
Introduction to Liturgy

SOUTHWARK

Teaching of Religious Education in Catholic Schools 1
Teaching of Religious Education in Catholic Schools 2
Catechesis: Liturgy
Catechesis: RCIA
Spirituality and Prayer
Spirituality and Psychology
Ministry and Chaplaincy
Ministry in the Parish

ST. MARY'S UNIVERSITY

Religious Education for Primary School Teachers – RE 1
Religious Education for Primary School Teachers – RE 2
Religious Education for Secondary School Teachers – PS 1
Religious Education for Secondary School Teachers – PS 2

WESTMINSTER

Introduction to Parish Catechesis 1
Introduction to Parish Catechesis 2
Liturgy
Canon Law
Prayer & Spirituality
New to Teaching RE
Professional Studies 1
Professional Studies 2

WONERSH – ST JOHN'S SEMINARY

Liturgy and Worship
Introduction to Parish Catechesis

YORK ST JOHN'S UNIVERSITY

Catholic Distinctiveness: Catholic Schools and World Religions 1
Catholic Distinctiveness: Catholic Schools and World Religions 2

New Module Template

Any Centre is able to develop new modules which are to be submitted at a Regional meeting for validation. The template for any CCRS module will be

Aim

Course Content

Learning and Teaching Process

Learning Outcomes

Assessment

Assignments

Requirement

- An assignment of 1500 words or equivalent is required for each module.
- The assignment must normally be completed and returned to the tutor within six weeks of the final session of the module.

Guidelines for Writing Assignments for the Core Modules

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.
- Where dioceses or colleges run the CCRS in parallel with other courses (e.g. Diploma or B.A.) the CCRS must retain its own distinct, identifiable criteria for assessment so that there is never any question of a student's failure in a host course making consequent failure in the CCRS unavoidable.
(*Assignment Assessment Sheet in Appendices*)



**BISHOPS' CONFERENCE OF ENGLAND & WALES
BOARD OF RELIGIOUS STUDIES**

Assessment Criteria

The work displays:

PASS

Knowledge and Understanding:

- There is some degree of knowledge and understanding of the relevant material;
- Use of an acceptable range of resources is made.

Argument and Analysis:

- An argument is attempted; the work is largely descriptive, rather than analytical.

Structure and Coherence:

- Some attempt is made to organise material logically and to focus on the question

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.

DISTINCTION

The work displays all or a significant number of the following:

- 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.

FAIL

Either a significant amount of the work is not the participant's own, or the work displays all or some of the following limitations:

- Inadequate understanding of the subject area misunderstanding of key concept(s);
- Poor use of resources;
- Insufficient engagement with the question;
- Unfocused 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.

Marking Criteria for Presentations

- Presentation should not take up core contact time.

CCRS Specialist Study Module

Aim

The purpose of this module is to enable participants to undertake a study in a special area of interest. The module provides flexibility for participants who wish to pursue a theological and/or ministerial topic which is not treated elsewhere or who wish to deepen their study in a particular area.

Learning Outcomes

By the end of this module participants will be able to:

- Identify a suitable topic for study and writing
- Provide a clear rationale for the field of study
- Frame a title and appropriately bound the subject area
- Undertake guided and independent reading, study and related activity as appropriate
- Make an informed contribution to their chosen field of work in the Church
- Communicate what they have learned and reflected upon from an adult stance.

Learning Process

This will include:

- Reflection on personal experience and practice
- Gathering of information through such means as personal study to deepen understanding, placement, research, external contacts
- Interaction with personal tutor and/or supervision with external personnel
- Participant log

Content Outline

Minimum of two meetings with tutor/supervisor to

- Identify an achievable piece of study
- Establish suitable resources, including bibliography
- Discuss key aspects and progress of the subject
- Establish guidelines for preparation and presentation of assignment

Assessment

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

- Submission of participant log to satisfy equivalence of ten hour's contact time
- Successful completion of an assignment that demonstrates achievement of the learning outcomes. This could be either a 1500 word essay or equivalent (e.g. presentation, journal of placement or portfolio)

Approval of Prior Learning (APL)

Participants who have previously completed a degree in Theology or Religious Studies may be eligible for exemption from some of the core modules. Centres may recommend to the Board of Religious Studies through the Administrator what modules will be equivalent to a participant's prior learning. The Board will seek the advice of the Centre Director in these matters, but the final decision to approve prior learning rests with the Board. This process relates to prior learning up to a maximum of three core modules (not Specialist Modules). It does not apply to 'concurrent' or 'prospective' learning.

(Application Form in Appendices)

Registration

- There is a national database of all participants who are registered through their accredited Centre.
- Each registered participant is assigned a national registration number.
- There is a national registration fee (£20).
- Participants should be registered within one year of beginning the course.
- The database complies with the requirements of the Data Protection Act and is managed through the Catholic Education Service.

(Registration Form in Appendices)

Transfer to another Centre

Any participants who move to another accredited Centre to continue or complete the course must provide the new Centre with their registration number as well as written evidence from the previous Centre of modules already successfully completed.

Certification

When a module has been successfully completed the Centre may issue a certificate for that module. On successful completion of the whole course the Centre will submit names to the Registrar who will then issue the Catholic Certificate in Religious Studies. These certificates will be signed by the Chair and Secretary of the Board of Religious Studies and countersigned at local level by the bishop or the appropriate representative.

Centres allowing participants to follow the course on an 'audit only' basis (i.e. without requiring written assignments) may issue participants with a statement of attendance designed locally.

Accreditation of Centres

Catholic Colleges of Higher Education and Diocesan Religious Education Centres are accredited Centres.

If any other institution wishes to deliver the CCRS, it must first seek the approval of the local bishop through his Diocesan Religious Education Director, before seeking accreditation from the Board of Religious Studies. When such an institution seeks accreditation, application is made to the Board of Religious Studies through the Secretary.

The following will be required:

- the written permission and approval of the Diocese in which the proposed Centre is situated
- the proposed Centre's agreement to join the local region for moderation
- written details of the proposed modules
- written details of those who are delivering the modules, including details of relevant qualifications and experience.

Distance Learning

It is recognised that some participants may not be able to attend modules offered in accredited Centres. Details of how to follow the CCRS through distance learning can be obtained from:

CCRS ONLINE

Hope Park
Liverpool
L16 9JD
Tel: 0151 291 3055
Email: ccrsonline@hope.ac.uk
Website: www.hope.ac.uk/ncce/

LIFE-LIGHT HOME STUDY COURSES

28 Laurel Drive
Stockton
Southam CV47
8FB
Tel: 01926 810 798
Email: lifelight@btinternet.com

CCRS Centres

Please begin all addresses with 'CCRS Coordinator'.

ARUNDEL & BRIGHTON	Universities of Brighton & Sussex Catholic Chaplaincy Howard House 2 Station Approach Falmer BN1 9SD k.williamson@brighton.ac.uk	07810 596 575
BIRMINGHAM	Maryvale Institute Maryvale House Old Oscott Hill Kingstanding Birmingham B44 9AG fedirector@maryvale.ac.uk	0121 360 8118
BRENTWOOD	BRES Cathedral House Ingrave Road Brentwood Essex CM15 8AT bres@dioceseofbrentwood.org	01277 265 285
CARDIFF	Pastoral Resources Centre 910 Newport Road Rumney Cardiff CF3 4LL ccrs@rcadc.org	02920 365 965
CATHOLIC DEAF ASSOCIATION	Catholic Deaf Association Hollywood House Sudell Street Collyhurst Manchester M4 4JF peterjpmcdonough@gmail.com	0161 834 8828
CCRS ONLINE	Liverpool Hope University Hope Park Liverpool L16 9JD ccronline@hope.ac.uk	0151 291 3363

CLIFTON	Clifton Diocese Alexander House 160 Pennywell Road Bristol BS5 0TX Ann.Fowler@cliftondiocese.com jenny.fitzgerald@cliftondiocese.com	01179 025 599
EAST ANGLIA	Margaret Beaufort Institute of Theology 12-14 Grange Road Cambridge CB3 9DU abf24@cam.ac.uk	01223 741 754
HALLAM	Hallam Pastoral Centre St. Charles Street Attercliffe Sheffield S9 3WU adulthoodeducation@hallam-diocese.com	0114 256 6410
HEXHAM & NEWCASTLE	Diocesan Education Centre St. Cuthbert's House West Road Newcastle-Upon-Tyne NE15 7PY education@diocesehn.org.uk	0191 243 3313
LANCASTER	The Education Centre Balmoral Road Lancaster LA1 3BT education@lancasterdiocese.org.uk	01524 841 190
LEEDS	Hinsley Hall 62 Headingley Lane Leeds LS6 2BX evangelisation.admin@dioceseofleeds.org.uk	0113 261 8040
LEEDS TRINITY UNIVERSITY	Brownberrie Lane Horsforth Leeds LS18 5HD p.kelly@leedstrinity.ac.uk	0113 283 7100 ext 631
LIFE-LIGHT HOME STUDY COURSES	28 Laurel Drive Stockton Southam CV47 8FB lifelight@btinternet.com	01926 810 798

LIVERPOOL	Liverpool Archdiocesan Centre for Evangelisation Croxteth Drive Sefton Park Liverpool L17 1AA b.hunt@rcaol.co.uk	0151 522 1053/1050
LIVERPOOL HOPE UNIVERSITY	Hope Park Liverpool L16 9JD stuartr@hope.ac.uk	0151 291 3055
MENEVIA	27 Convent Street Swansea SA1 2BX education@menevia.org	01792 659 285
MIDDLESBROUGH	Diocese of Middlesbrough Curial Office 50A The Avenue Middlesbrough TS5 6QT adultformation@dioceseofmiddlesbrough.co.uk	01642 850 505
	CCRS Coordinator Faculty of Education and Theology York St John University Lord mayor's Walk York YO31 7EX c.maunder@yorks.ac.uk theology@yorks.ac.uk	01904 876 462
NEWMAN UNIVERSITY	Genners Lane Bartley Green Birmingham B32 3NT e.w.elliott@newman.ac.uk	0121 476 1181 ext 2232
NORTHAMPTON	33 Westbourne Road Luton LU4 8JD Edwards@nores.org.uk	01582 723 312
NOTTINGHAM	Formation Office Willson House 25 Derby Road NG1 5AW formation@nrctd.org.uk	0115 953 9806/9841

PLYMOUTH	Vicariate for Formation St Boniface House Ashburton TQ13 7JL admin@plymouthcast.org.uk	01364 645 390
PORTSMOUTH	Primary Catholic Partnership c/o Holy Family School Mansel Road West Southampton SO16 9LP admin@pcp-scitt.org.uk	02380 779 753
ROEHAMPTON UNIVERSITY DIGBY STUART COLLEGE	Roehampton Lane London SW15 5PH ginny.jordan-arthur@roehampton.ac.uk	0208 392 3003
SALFORD	Department of Formation Office of Education Cathedral Centre 3 Ford Street Salford M3 6DP daniella.stephens@dioceseofsalford.org.uk	0161 817 2204
SHREWSBURY	Curial Offices 2 Park Road South Birkenhead CH43 4UX rowena.nield@sky.com	0151 652 9855
SOUTHWARK	Centre for Catholic Formation 21 Tooting Bec Road London SW17 8BS ccrs@ccftootingbec.org.uk	0208 672 7684
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CCRS NATIONAL OFFICE

Board of Religious Studies
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0207 901 1900

Role of the Board of Studies

The Board of Religious Studies is the body which awards the Catholic Certificate in Religious Studies (CCRS) on behalf of the bishop's Conference of England and Wales. The Board also monitors the delivery of the CCRS and maintains quality assurance. The Board consists of executive officers, representatives of the regions in England and Wales in which the CCRS is delivered, representatives of the Catholic Education Service (CES), the National Board of Religious Inspectors and Advisers (NBRIA), the Schools Commissioners and College Principals.

Bishops' Conference



The Board of Religious Studies



Regional Groups



CCRS Centre Coordinators

Annual Report to Bishop's Conference

The Board of Religious Studies will present a report to the Department of Education and Formation of the Bishops' Conference each year.

Role of Regional Meetings

Every CCRS Centre is part of a regionally based meeting process and is expected to attend at least once every academic year.

The function of Regional Meetings involves the following:

- Maintain a register of attendance
- Discussion of policy, procedure and issues of concern
- Moderation of assignments against the BRS criteria and recording the scope of assignments
- Completing the Annual Report to the Board of Studies
- Record any applications for prior learning
- Development of new modules and their validation
- Arbitrate any matters of concern and report to the Board of Studies.

Regional Configuration

CENTRAL REGION:

East Anglia

Newman University

Birmingham

Nottingham

Northampton

Clifton

NORTHERN REGION:

Shrewsbury

Liverpool

Salford

Lancaster

Leeds

Liverpool Hope University

Hexham & Newcastle

Hallam

Middlesbrough

Leeds Trinity University

CCRS Online

Catholic Deaf Association

SOUTHERN REGION

Womersley

Arundel & Brighton

Brentwood

Roehampton University

Westminster

Southwark

Plymouth

Portsmouth

St Mary's University

WALES REGION

Life Light

Menevia

Cardiff

Wrexham

Regional Annual Report

Each Region will need to develop a report for each academic year. It will include the following items:

- Number of Regional Meetings and attendance
- Moderation of assignments:
 - Level of sampling;
 - Induction of new module leaders.
- Statistical information for each module in each centre:
 - Members for each module;
 - Percentages of distinction, pass, fail grades;
 - Number of participant withdrawals.
- New developments since the last report.
- Identification of good practice across the Region.
- Areas for the development of CCRS.
- Areas of concern.
- Areas of commendation/improvements in administration of the CCRS.

(It will be sufficient to submit extensive notes of each Regional Meeting)

Meetings for CCRS Centres

It is intended to have regular meetings/conferences for all CCRS Centres to discuss matters of policy, procedure and issues of concern.

Role of Administrator/Registrar

This is undertaken by staff based within the Catholic Education Service.

They fulfil the following functions:

- Maintain the data base of registration and completion of the Certificate
- Issue Certificates at completion of 8 modules
- Update the Board of Studies of statistics for the above
- Maintain the bank account
- Keep the web site up to date
- Maintain communication link with CCRS centres
- Answer questions about CCRS and the Board of Studies

Role of the Assessor

Members of the Board of Studies will undertake to visit CCRS Centres when necessary and attend Regional meetings as part of the annual process.

CCRS Assurance Process

The Board of Studies carries out assurance procedures through:

- Two meetings each academic year
- Requiring an Annual Report from each region (Detailed meeting notes)
- External Assessor to attend Regional meetings
- Criteria for marking assignments.

Guidelines for E-Learning

What is E-Learning?

E-learning relates to teaching and learning carried out via electronic media, particularly the Internet. It is used in online and blended learning as well as face-to-face classroom practice. It includes a broad range of information and communication (ICT) technologies used to deliver and support education. A helpful introduction is provided at <http://www.jiscdigitalmedia.ac.uk/guide/introduction-to-elearning>.

The following checklist suggests good practice for e-learning and CCRS.

CCRS	E-learning
Course Organisation	<ul style="list-style-type: none"> ✓ upholds Board of Studies attendance policy ✓ supports CCRS learning aims and objectives ✓ uses sound adult education principles
Learning Materials & Resources	<ul style="list-style-type: none"> ✓ purposely designed ✓ caters to diverse learning styles ✓ offers rich and stimulating learning experience ✓ appropriate copyright clearance
Technical Quality	<ul style="list-style-type: none"> ✓ user-friendly ✓ meets disability and special needs provision ✓ complies with universal standards for data protection, information and network security, records management, software and systems
Accessibility	<ul style="list-style-type: none"> ✓ available for all participants ✓ induction/orientation/guidance offered when appropriate ✓ ICT support available when required
Interactivity	<ul style="list-style-type: none"> ✓ encourages interactive learning ✓ encourages personal response ✓ invites collaborative learning ✓ supports communication and community inquiry
Assessment	<ul style="list-style-type: none"> ✓ allows tutor feedback ✓ uses a range of creative and flexible assessment types ✓ marks, records and securely stores assessed work ✓ subject to regional moderation as per normal practice
Quality Assurance	<ul style="list-style-type: none"> ✓ included in module and course evaluation carried out by each local Centre ✓ meets quality assurance as required by the Board of Studies

Indicative Bibliographies

Still to be developed

Plagiarism

Various forms but commonly accepted as using or copying the work of others written, printed, online or in any other form) without proper acknowledgement.

Common plagiarism excuses

"I thought it would be OK if I only included the source in my bibliography."

"I made lots of notes for my essay and couldn't remember where I found the information."

"I thought it would be OK to use material that I had found online."

"I thought it would be OK to copy the text if I changed some of the words into my own."

"I didn't think I had to reference my tutor's notes."

"I didn't think that you needed to reference material found on the web."

"I left it too late and just didn't have time to reference my sources."

<http://www.essex.ac.uk/plagiarism/common.html>

Strategies to help prevent plagiarism

- 'Plagiarism Awareness' for tutors by Centres or Regions
- 'Plagiarism Awareness' for students
- Provide study skills guide or session(s) for students
- Student Plagiarism Disclaimer on Front Cover Assignment sheet to be signed and dated by each individual student
- Limit the sources allowable within modules, both web and book sources
- Change assignment titles each year and make them specific
- Plagiarism-check sample of assignments once marking is completed
- Adopt different assessment strategies such as Reflective Journal, Oral Presentation, Portfolio, Timed Essay, Interview etc
- Use plagiarism detection software e.g. [Turnitin](http://www.turnitin.com) or Viper (free at <http://www.scanmyessay.com/plagiarism-detection-software.php>)

Why do students plagiarise?

They don't understand the ground rules

They are careless

They are desperate

They want an easy way out and think they won't get caught

Poor time management skills, ineffective methods of note-taking, different cultural values, lack of academic confidence etc.

Other?

Detection Alarm Bells

- 1) Several different styles of citation are used
- 2) References to pages are suspicious - especially if you know the work cited
- 3) The level of works cited is way beyond the capability of the student
- 4) Citations refer to items not included in the bibliography
- 5) There are references to tables or illustrations not included in the paper
- 6) There is a failure to cite good evidence
- 7) There is a mix of spelling, e.g. UK and US spelling, or foreign names are spelt in two or more ways
- 8) There are non-sequitors, bad leads from one paragraph to another, the joins don't sound right

- 9) The level of language or the tone changes from paragraph to paragraph
- 10) There are no citations or no bibliography at all
<http://read2live.com/detecting.htm>

Other useful websites

<http://www.plagiarism.org>

<http://www.plagiarismadvice.org/>

www.ofqual.gov.uk/files/2009-12-24-plagiarism-students.pdf

<http://www.vtstutorials.ac.uk/detective/>

<http://learning.londonmet.ac.uk/TLTC/learnhigher/Plagiarism/>

<http://www.virtualsalt.com/antiplag.htm>

Appendices

Registration Form
APL Form
Participant's Record of Progress
Cover Sheet
Assignment Assessment Sheet
Notification of Results Form
Module Evaluation Form
Course Evaluation Form
Membership of the Board of Studies
Participant's Transfer Form
Possible Modes of Assessment

Much of this information can be found and downloaded from the Board of Studies Website www.brs-ccrs.org.uk

The site also includes the Registration and the Notification of results spreadsheets.

BISHOPS' CONFERENCE OF ENGLAND AND WALES



Board of Religious Studies

CATHOLIC CERTIFICATE IN RELIGIOUS STUDIES

Application for Accreditation of Prior Learning

Name:

Current Course:

Previous Institution:

You may be allowed Accreditation of Prior Learning (APL), provided that this prior learning satisfies the learning outcomes of the CCRS modules. Having read the module outlines in the CCRS Course Handbook, please identify in the space(s) below the modules with which you wish to be credited and give a sufficiently detailed outline of appropriate prior learning that will assist the Board of Religious Studies in its consideration of your request. This process relates to prior learning up to a maximum of three core modules (not Specialist Modules). Please note that this does not apply to concurrent or prospective learning.

Module Number:

Module Title:

Appropriate Prior Learning: (please give as much detail as you can)

Module Number:

Module Title:

Appropriate Prior Learning: (please give as much detail as you can)

Module Number:

Module Title:

Appropriate Prior Learning: (please give as much detail as you can)

Signed: **Date:**

Signed by CCRS Director: **Date:**

Participant's Record of Progress

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: _____

Module	Centre Attended	Date Completed
Core Module 1 The Bible: Old Testament		
Core Module 2 The Bible: New Testament		
Core Module 3 Jesus Christ		
Core Module 4 The Church		
Core Module 5 Sacraments		
Core Module 6 Christian Morality		
Specialist Module 1 Title:		
Specialist Module 2 Title:		

Certificate awarded _____

CATHOLIC CERTIFICATE IN RELIGIOUS STUDIES

COVER SHEET

To Be Completed By Student

Name:..... CCRS Centre:
Module: Module Tutor:

Assignment Title:.....

┌ 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)

Word Count..... (excluding quotes)

<p>Student Self-Appraisal</p> <p>On which aspects of the assignment would you especially like feedback?</p>

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

Signed.....

Date Submitted.....

CATHOLIC CERTIFICATE IN RELIGIOUS STUDIES

COURSE EVALUATION FORM

Before you begin please read the *Course Aims* and *Core Module Learning Outcomes*

What have you found most helpful in the Core Modules?

In the Specialist Modules?

In writing of assignments?

In what sense have the sessions been helpful towards fulfilling the *Learning Outcomes*?

In what sense have the assignments been helpful towards fulfilling the *Learning Outcomes*?

What has prevented you learning?

Any other comments or suggestions?

Please continue overleaf if necessary

MEMBERSHIP OF THE BOARD OF STUDIES

CHAIR	Des Seddon
VICE CHAIR & NBRIA	Bernard Stuart
SECRETARY	Susanne Kowal
REGISTRAR	Eileen Williams
ADMINISTRATOR	Rebekah Hayward
CENTRAL REGION & Newman University	Eamonn Elliott
NORTHERN REGION & CES RE Adviser	Philip Robinson
SOUTHERN REGION	Kate Williamson
WALES REGION	Bernard Sixtus
Hope University	Ros Stuart-Buttle
Leeds Trinity University	Patricia Kelly
St. Mary's University	John Lydon
Digby Stuart Roehampton University	Vacant
Life-Light	Chris Harris
CCRS Online (Hope)	Ros Stuart-Buttle
CES	Paul Barber
DSC Representative	Michael O'Dowd



BOARD OF RELIGIOUS STUDIES

The Catholic Certificate of Religious Studies

CCRS Participant's Transfer Form

Name of CCRS Course Coordinator: _____

Names of Student: _____

Registration Number: _____

Transfer From: _____

Transfer To: _____

Number of Modules Completed: _____

Grades for each module – please tick modules complete and whether the grade was a Pass or Distinction as this information is shown on the

(Tick box for Pass or Distinction)

Module Title	Completion Date	Grade Obtained	
		Pass	Distinction

I confirm this is the correct information for the participant.

Course Coordinator Name (Print): _____

Course Coordinator Signature: _____

Date: _____

POSSIBLE ASSESSMENT MODES

ASSIGNMENTS

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 normally includes an introduction, the information/opinion/evaluation/analysis and a conclusion.

The learning may be assessed by,

- Marker against clear CCRS criteria.

Evidence could include

- Assignment
- Markers feedback

PRESENTATION

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 (or in writing)

The learning may be assessed by:

- Module leader, participant or peers at the end of the process through observation and discussion.

Evidence could include:

- Notes and record of presentation process
- Module leader record
- Peer records
- Participant diary
- Audio/video/photographic record

PORTFOLIO (Reflective log/diary/journal)

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.

The learning may be assessed by:

- Participant and support from module leader

Evidence could include:

- Log/diary/journal
- Module leader record

ORAL QUESTION/ANSWER

Specific, open or closed questions for the participants' immediate answer. It allows response from participants and feedback from module leader.

The learning may be assessed by:

- Responses by module leader and individual responses

Evidence could include:

- Module leader notes
- Participant notes/log
- Audio/video record

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.

The learning may be assessed by:

- Module leader observation
- Individual participant discussion
- Group discussion

Evidence could include:

- Log/diary/journal
- Module leader record
- Discussion notes

REPORT

A record of an activity and /or a 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.

The learning may be assessed by:

- Module leader for written report;
- Module leader and /or other participants for an oral presentation of report.

Evidence could include:

- Written report with module leader feedback;
- Notes for the oral presentation with module leader and /or peer feedback.

PRACTICAL DEMONSTRATION

A practical demonstration of a skill/situation selected by the module leader or participant to enable participants to practise skills and knowledge.

The leaning may be assessed by;

- Module leader

- Observation
- Discussion
- Self-evaluation

Evidence could include

- Module leader record of observation
- Participant notes
- Audio/video/photographic record
- Participant log/journal

GROUP DISCUSSION

Discussion of a topic or situation selected by the module leader or by participants to enable participants to share knowledge and understanding, thoughts and to access their learning.

The learning may be assessed by:

- Module leader
- Peer observation
- Discussion
- Self-assessment

Evidence could include

- Module leader record of observation
- Participant notes
- Discussion notes
- Audio/video/photographic recording
- Participant log/journal

ASSESSMENT MODES

1. ASSIGNMENT
2. PROJECT (PRESENTATION)
3. REFLECTIVE LOG/DIARY/JOURNAL
4. ORAL QUESTION/ ANSWER
5. CASE STUDY
6. REPORT
7. PRACTICAL DEMONSTRATION
8. GROUP DISCUSSION