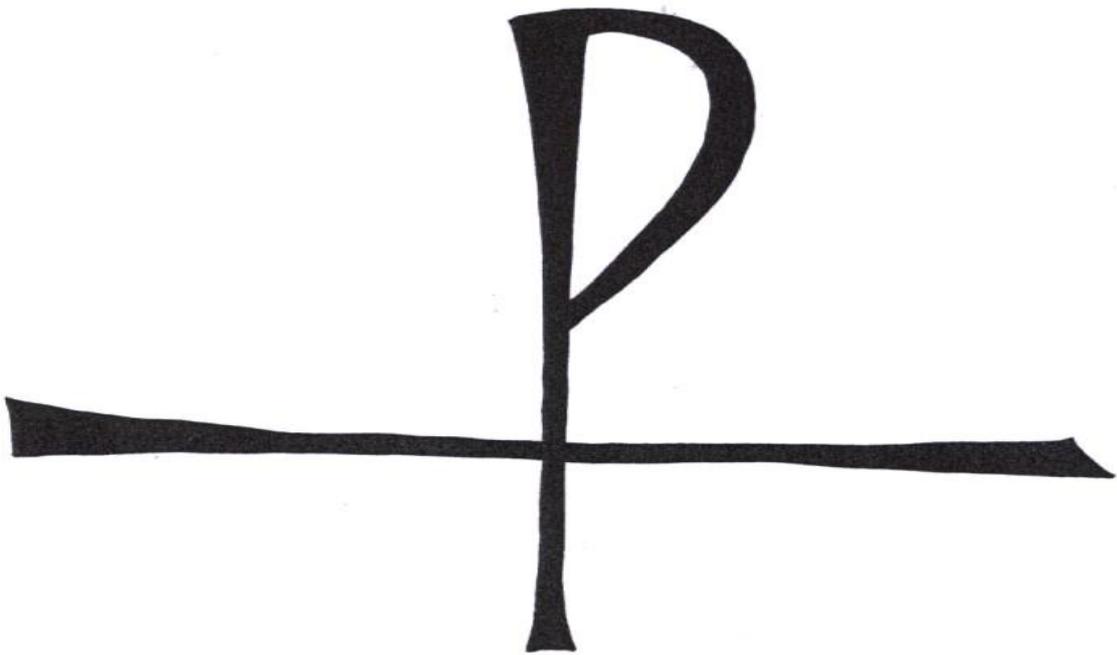


**Catholic Certificate  
in Religious Studies**



**Course Handbook**

Board of Religious Studies  
Catholic Bishops' Conference of England and Wales  
Tenth Edition 2015

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[www.brs-ccrs.org.uk](http://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 has 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

# 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*)

## **Regional Meetings**

Every Centre is part of a regionally based meeting process. Details of the process can be obtained from the Secretary to the Board of Religious Studies.

## **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.

## **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.

## **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

E-mail: [ccrsonline@hope.ac.uk](mailto:ccrsonline@hope.ac.uk)

### **LIFE-LIGHT HOME STUDY COURSES**

28 Laurel Drive

Stockton

Southam

CV47 8FB

Tel: 01926 810 798

E-mail: [lifelight@btinternet.com](mailto:lifelight@btinternet.com)

## CCRS Centres

Please begin all addresses with 'CCRS Coordinator'.

<b>ARUNDEL &amp; BRIGHTON</b>	Universities of Brighton & Sussex Catholic Chaplaincy Howard House 2 Station Approach Falmer BN1 9SD <a href="mailto:k.williamson@brighton.ac.uk">k.williamson@brighton.ac.uk</a>	07810 596 575 Fax 01273 643 555
<b>BIRMINGHAM</b>	Maryvale Institute Maryvale House Old Oscott Hill Kingstanding Birmingham B44 9AG <a href="mailto:fedirector@maryvale.ac.uk">fedirector@maryvale.ac.uk</a>	0121 360 8118 Fax 0121 366 6786
<b>BRENTWOOD</b>	BRES Cathedral House Ingrave Road Brentwood Essex CM15 8AT <a href="mailto:bres@dioceseofbrentwood.org">bres@dioceseofbrentwood.org</a>	01277 265 285 Fax 01277 265 260
<b>CARDIFF</b>	Pastoral Resources Centre 910 Newport Road Rumney Cardiff CF3 4LL <a href="mailto:ccrs@rcadc.org">ccrs@rcadc.org</a>	02920 365 965
<b>CATHOLIC DEAF ASSOCIATION</b>	Catholic Deaf Association Hollywood House Sudell Street Collyhurst Manchester M4 4JF <a href="mailto:peterjpmcdonough@gmail.com">peterjpmcdonough@gmail.com</a>	0161 834 8828 Fax 0161 833 3674
<b>CCRS ONLINE</b>	Liverpool Hope University Hope Park Liverpool L16 9JD <a href="mailto:ccrsonline@hope.ac.uk">ccrsonline@hope.ac.uk</a>	0151 291 3363

<b>CLIFTON</b>	Clifton Diocese Alexander House 160 Pennywell Road Bristol BS5 0TX <a href="mailto:Tracey.Fullbrook@cliftondiocese.com">Tracey.Fullbrook@cliftondiocese.com</a>	01179 025 593
<b>EAST ANGLIA</b>	Margaret Beaufort Institute of Theology 12 Grange Road Cambridge CB3 9DU <a href="mailto:ew263@cam.ac.uk">ew263@cam.ac.uk</a>	01223 741 039 Fax 01223 741 1054
<b>HALLAM</b>	Hallam Pastoral Centre St. Charles Street Attercliffe Sheffield S9 3WU <a href="mailto:adulthoodeducation@hallam-diocese.com">adulthoodeducation@hallam-diocese.com</a>	0114 256 6410 Fax 0114 256 2673
<b>HEXHAM &amp; NEWCASTLE</b>	Diocesan Education Centre St. Cuthbert's House West Road Newcastle-Upon-Tyne NE15 7PY <a href="mailto:education@diocesehn.org.uk">education@diocesehn.org.uk</a>	0191 243 3313 Fax 0191 243 3309
<b>LANCASTER</b>	The Education Centre Balmoral Road Lancaster LA1 3BT <a href="mailto:education@lancasterdiocese.org.uk">education@lancasterdiocese.org.uk</a>	01524 841 190 Fax 01524 846 258
<b>LEEDS</b>	Vicariate for Evangelisation Hinsley Hall 62 Headingley Lane Leeds LS6 2BX <a href="mailto:evangelisation.admin@dioceseofleeds.org.uk">evangelisation.admin@dioceseofleeds.org.uk</a>	0113 261 8040 Fax 0113 261 8044
<b>LEEDS TRINITY UNIVERSITY</b>	Brownberrie Lane Horsforth Leeds LS18 5HD <a href="mailto:p.kelly@leedstrinity.ac.uk">p.kelly@leedstrinity.ac.uk</a>	0113 283 7100 ext 631 Fax 0113 283 7200
<b>LIFE-LIGHT HOME STUDY COURSES</b>	28 Laurel Drive Stockton Southam CV47 8FB <a href="mailto:lifelight@btinternet.com">lifelight@btinternet.com</a>	01926 810 798

<b>LIVERPOOL</b>	Liverpool Archdiocesan Centre for Evangelisation Croxteth Drive Sefton Park Liverpool L17 1AA <a href="mailto:b.hunt@rcaol.co.uk">b.hunt@rcaol.co.uk</a>	0151 522 1053/1050 Fax 0151 522 1060
<b>LIVERPOOL HOPE UNIVERSITY</b>	Hope Park Liverpool L16 9JD <a href="mailto:stuartr@hope.ac.uk">stuartr@hope.ac.uk</a>	0151 291 3055
<b>MENEVIA</b>	27 Convent Street Swansea SA1 2BX <a href="mailto:education@menevia.org">education@menevia.org</a>	01792 659 285
<b>MIDDLESBROUGH</b>	Diocese of Middlesbrough Curial Office 50A The Avenue Middlesbrough TS5 6QT <a href="mailto:adultformation@dioceseofmiddlesbrough.co.uk">adultformation@dioceseofmiddlesbrough.co.uk</a>	01642 850 505
	CCRS Coordinator Faculty of Education and Theology York St John University Lord mayor's Walk York YO31 7EX <a href="mailto:theology@yorksja.ac.uk">theology@yorksja.ac.uk</a>	01904 876 462
<b>NEWMAN UNIVERSITY</b>	Genners Lane Bartley Green Birmingham B32 3NT <a href="mailto:e.w.elliott@newman.ac.uk">e.w.elliott@newman.ac.uk</a>	0121 476 1181 ext 2232 Fax 0121 476 1196
<b>NORTHAMPTON</b>	33 Westbourne Road Luton LU4 8JD <a href="mailto:Edwards@nores.org.uk">Edwards@nores.org.uk</a>	01582 723 312
<b>NOTTINGHAM</b>	Formation Office Willson House 25 Derby Road NG1 5AW <a href="mailto:formation@nrcdt.org.uk">formation@nrcdt.org.uk</a>	0115 953 9806/9841

<b>PLYMOUTH</b>	Vicariate for Formation St Boniface House Ashburton TQ13 7JL <a href="mailto:secretary@plymouth-diocesan-office.org.uk">secretary@plymouth-diocesan-office.org.uk</a>	01364 645 390
<b>PORTSMOUTH</b>	Primary Catholic Partnership c/o Holy Family School Mansel Road West Southampton SO16 9LP <a href="mailto:admin@pcp-scitt.org.uk">admin@pcp-scitt.org.uk</a>	02380 779 753
<b>ROEHAMPTON UNIVERSITY DIGBY STUART COLLEGE</b>	Roehampton Lane London SW15 5PH <a href="mailto:ginny.jordan-arthur@roehampton.ac.uk">ginny.jordan-arthur@roehampton.ac.uk</a>	0208 392 3003 Fax 0208 392 3231
<b>SALFORD</b>	Department of Formation Office of Education Cathedral Centre 3 Ford Street Salford M3 6DP <a href="mailto:daniella.stephens@dioceseofsalford.org.uk">daniella.stephens@dioceseofsalford.org.uk</a>	0161 817 2204
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<b>CCRS NATIONAL OFFICE</b>	Board of Religious Studies 39 Eccleston Square London SW1V 1BX <a href="mailto:ccrs@catholiceducation.org.uk">ccrs@catholiceducation.org.uk</a>	0207 901 1900 Fax 0207 901 1939

## **MEMBERSHIP OF THE BOARD OF STUDIES**

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## 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: \_\_\_\_\_  
\_\_\_\_\_

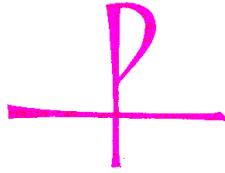
The date you registered: \_\_\_\_\_

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 \_\_\_\_\_

**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. 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:** .....

# 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

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



**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;
- 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.

