

**KALENDARIUM**

**Collegii Sti Patricii**

**APUD MAYNOOTH**

**IN EXEUNTEM ANNUM MMXXV  
ET PROXIMUM MMXXVI**



**KALENDARIUM**

**Saint Patrick's College**

**MAYNOOTH**

**FOR THE YEAR  
2025 - 2026**



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While every care has been taken in compiling this publication, Saint Patrick's College, Maynooth is not bound by any error or omission from the Kalendarium.

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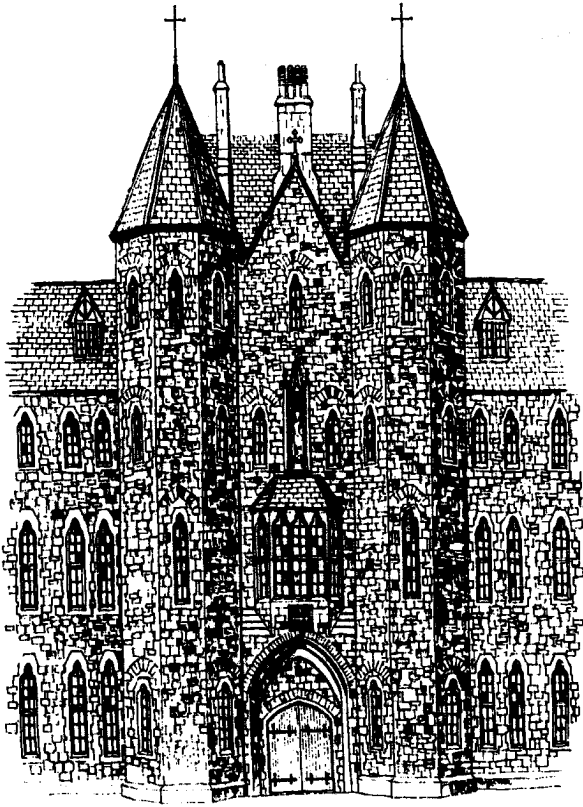
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*Chapter I*

**Information and Personnel**



*The President's Arch in Saint Patrick's House*  
Designed by A W Pugin

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# Saint Patrick's College, Maynooth

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As we begin a new academic year at St Patrick's College, I am pleased to extend a warm and sincere welcome to all members of our learning community—returning students and staff, and those who are joining us for the first time.

St Patrick's Pontifical University is a component of St Patrick's College, along with the National Seminary. It is situated within a distinctive and historic campus,

shared with Maynooth University. This shared environment fosters a rich and diverse atmosphere for study, reflection, and exchange. It is a place where tradition meets innovation, and where the life of the mind is cultivated alongside personal and professional formation

St Patrick's has a long-standing tradition of excellence in higher education, one rooted in both academic rigour and personal attention. Students often speak of the close interaction with faculty as one of the most defining and rewarding aspects of their time here. Our lecturers and staff are deeply committed to supporting students as they engage with complex questions, develop their intellectual and practical skills, and discern how best to contribute to the world around them.

We aim to offer an educational experience that is at once academically challenging and personally supportive. Whether you are preparing for a vocation in ministry, a career in education, or further research, the formation you receive here will combine critical thinking, ethical depth, and a keen awareness of the broader societal context. Our graduates leave not only with knowledge, but with the confidence and clarity to serve and lead in diverse settings.

Your years at Maynooth are a time of real possibility – for growth in understanding, for meaningful relationships, and for the kind of learning that shapes both mind and character. It is a place where different perspectives are welcomed and where students are encouraged to reflect deeply on their values, aspirations, and responsibilities.

As we look ahead to the year to come, we do so with a shared sense of purpose. Students, faculty, and staff all have a part to play in building a university community grounded in respect, dialogue, and integrity. Together, we pursue knowledge not for its own sake, but for the good it can do in the world.

Thank you for choosing St Patrick's. I look forward to the year ahead and to all we will discover and achieve together.

Reverend Dr Michael Shortall  
President

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# Coláiste Phádraig, Má Nuad

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Agus muid ag cur tús le bliain acadúil nua abhus anseo ag Coláiste Phádraig, ba mhian liom an deis seo a thapú d'fhonn fearadh na fáilte a chur romhaibh uilig.

Cuirim fáilte speisialta rompu siúd atá inár measc den chéad uair riamh.

Is cuid de Choláiste Phádraig í Ollscoil Phontaifiúil Phádraig maille leis an gCliarscoil Náisiúnta. Táimid lonnaithe ar champas suaithinseach stairiúil a roinnimid le hOllscoil Mhá Nuad. Ar an gcaoi sin, thiocthadh leat a rá go dtagann traidisiún agus nuálaíocht le chéile ar an gcampas uathúil s'againne. Gan aon agó, cothaíonn an timpeallacht chomhroinnte siúd atmaisféar borriúil agus fiúntach a chuireann go mór le heispéaras na mac léinn agus lena gcuid staidéir chomh maith. Saothraítear intinn an mhic léinn agus iad ag staidéar linn. Fásann siad mar dhaoine agus oíltear iad do shaol na hoibre, fosta.

Bhí sé de chuspóir againn riamh anall barr feabhais a bhaint amach ar gach gné de shaol na hollscoile. Dar leis na mic léinn s'againne, is mór an tairbhe é an dlúthchaidreamh a bhíonn acu le comhaltaí dáimhe agus iad i mbun staidéir linn. Leoga féin, is saintréith de chuid an choláiste é an dlúthghaol siúd atá eadrainn. Gan amhras ar bith, gheobhaidh tú timpeallacht thacúil agus spreagúil anseo ag Coláiste Phádraig. Rachaidh tú i ngleic le ceisteanna cigilteacha agus casta. Cuirfear go mór le d'intleacht agus forbróidh tú scileanna praiticiúla inaistrithe, freisin. Thar aon cheo eile, cuirfear ar do chumas a bheith i do shaoránach gníomhach sa tsochaí amach anseo.

Gan aon agó, tá blianta dúshlánacha agus fiúntacha romhat agus tú i do mhac léinn i gColáiste Phádraig. Gheobhaidh tú scileanna criticiúla; déanfaidh tú staidéar ar aincheisteanna eiticíúla agus cuirfear le d'fheasacht shóisialta agus chultúrtha chomh maith. Cuirtear fáilte roimh dhearcthaí éagsúla agus iarrtar ar mhic léinn machnamh a dhéanamh ar a gcuid luachanna; ar na huailmhianta s'acusan agus ar a gcuid freagrachtaí sa tsochaí agus sa saol i gcoitinne. Agus tú i do chéimí s'againne, beidh an t-eolas riachtanach agat in éineacht leis na scileanna cuí d'fhonn ionchur fóna a dhéanamh sa ghairm s'agat amach anseo.

Mar is iondúil, tabharfaimid faoin mbliain acadúil atá amach romhainn i gcomhar le chéile. Ní foláir dúinn uilig pobal a chruthú ina bhfuil meas; dialóg; macántacht agus ionracas go smíor is go smúsach ann.

Go deimhin féin, is cuí go mbíimid de shíor ar thóir na tuisceana abhus ag Coláiste Phádraig. Fós féin, ní dhéantar seo díreach ar mhaithe lena dhéanamh. A chontrárthacht sin, tugaimid faoin taighde s'againne bliain i ndiaidh bliana toisc go gcreidimid go diongbháilte go rachaidh sé chun sochair don chine daonna agus don domhan trí chéile.

Mar bhuille scoir, ba mhaith liom buíochas a ghabháil leat as Coláiste Phádraig a roghnú. Caithfidh mé a rá go bhfuilim ag tnúth go mór leis an mbliain acadúil atá amach romhainn agus leis na nithe go léir a fhoghlaimoimid agus a bhainfimid amach i dteannta a chéile.

An Dochtúir Mícheál Soirtéil

Uachtarán

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# **The Governing Body**

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## **Trustees**

*(Incorporated 8 & 9 Vic., C.25)*

His Grace Most Reverend Eamon Martin, Archbishop of Armagh  
His Grace Most Reverend Dermot Farrell, Archbishop of Dublin  
His Grace Most Reverend Kieran O'Reilly, Archbishop of Cashel & Emlly  
His Grace Most Reverend Francis Duffy, Archbishop of Tuam  
Most Reverend Donal McKeown, Bishop of Derry  
Most Reverend William Crean, Bishop of Cloyne  
Most Reverend Brendan Leahy, Bishop of Limerick  
Most Reverend Raymond Browne, Bishop of Kerry  
Most Reverend Denis Nulty, Bishop of Kildare & Leighlin  
Most Reverend Kevin Doran, Bishop of Elphin  
Most Reverend Alphonsus Cullinan, Bishop of Waterford & Lismore  
Most Reverend Fintan Monahan, Bishop of Killaloe  
Most Reverend Alan McGuckian SJ, Bishop of Down and Connor  
Most Reverend Tom Deenihan, Bishop of Meath  
Most Reverend Lawrence Duffy, Bishop of Clogher  
Most Reverend Fintan Gavin, Bishop of Cork & Ross  
Most Reverend Michael Router, Auxiliary Bishop of Armagh

## **Secretary to the Board of Trustees**

Very Reverend Dr. Enda Cunningham

## **Visiting Prelates**

His Grace Most Reverend Eamon Martin, Archbishop of Armagh  
His Grace Most Reverend Dermot Farrell, Archbishop of Dublin  
His Grace Most Reverend Kieran O'Reilly, Archbishop of Cashel & Emlly  
His Grace Most Reverend Francis Duffy, Archbishop of Tuam  
Most Reverend Donal McKeown, Bishop of Derry  
Most Reverend William Crean, Bishop of Cloyne  
Most Reverend Denis Nulty, Bishop of Kildare & Leighlin  
Most Reverend Kevin Doran, Bishop of Elphin

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# Officials of Saint Patrick's College

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*President*

Reverend Dr Michael Shortall, MA, STD

*Seminary Rector*

Reverend Tomás Surlis, BRelSc, BD, STL, STD

*Bursar*

Fidelma Madden, FCA, AITI

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# Officials of the National Seminary

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*Seminary Rector*

Reverend Tomás Surlis, BRelSc, BD, STL, SThD

*Coordinator of Human and Pastoral Formation (Stage of Discipleship)*

Reverend Shane O'Neill MA, BPhil, BD

*Coordinator of Human and Pastoral Formation (Stage of Configuration)*

Reverend Seán Corkery, DD

*Coordinator of Intellectual Formation*

Reverend Peter O'Kane BPh BD MMus JCL MA LicDiv

*Spiritual Directors*

Reverend Chris Hayden STL, PhD

Reverend Brendan Comerford SJ

*Vocational Growth Formators*

Reverend Tim Healy SJ

Sr Cáit O'Dwyer RSM

*Seminary Council*

Reverend Tomás Surlis

Reverend Seán Corkery

Reverend Shane O'Neill

Reverend Peter O'Kane

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# Officials of the Pontifical University

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*President*

Reverend Dr Michael Shortall, MA, STD

*Registrar*

Gaven Kerr, BA, MPhil, PhD

*Dean, Faculty of Theology*

Reverend Luke Macnamara, LSS, OSB

*Dean, Faculty of Philosophy*

Gaven Kerr, BA, MPhil, PhD (*Interim*)

*Dean, Postgraduate Studies*

Reverend Neil Xavier O'Donoghue, PhD (*Interim*)

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## Academic Personnel

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### Faculty of Theology

DEAN

Reverend Luke Macnamara, LSS, OSB

SECRETARY

Aoife McGrath, PhD

PROFESSORS

<i>Canon Law:</i>	<i>Vacant</i>
<i>Ecclesiastical History:</i>	Salvador Ryan, BA, BD, PhD
<i>Faith &amp; Culture:</i>	Reverend Michael Conway, MSc, STL, DTheol
<i>Homiletics:</i>	<i>Vacant</i>
<i>Liturgy:</i>	Reverend Liam Tracey OSM, STB, SLD, Dip Mar, Dip Pastoral Theology
<i>Moral Theology:</i>	Tobias Winright, MDiv, MA, PhD
<i>Sacred Scripture:</i>	Reverend Séamus O'Connell, BSc, LSS, DTh
<i>Systematic Theology:</i>	<i>Vacant</i>

## PROGRAMME CO-ORDINATORS

<i>Pastoral Theology:</i>	Eileen O'Connell OP, MTh, MA Maureen Kelly, MA
<i>Postgraduate Studies:</i>	Reverend Neil Xavier O'Donoghue, PhD ( <i>Interim</i> )
<i>Sacred Music:</i>	John O'Keeffe, PhD, HDE, LTCL
<i>Education Programmes:</i>	Reverend John-Paul Sheridan, BA, STL, MEd, PhD
<i>Liturgical programmes:</i>	Reverend Neil Xavier O'Donoghue, PhD

## LECTURERS

<i>Moral Theology:</i>	Reverend Pádraig Corkery, BSc, STD Reverend Michael Shortall, MA, STD Aoife McGrath, PhD
<i>Sacred Music:</i>	John O'Keeffe, PhD, HDE, LTCL
<i>Sacred Scripture:</i>	Reverend Jeremy Corley MA, PhD Jessie Rogers, BSc, LTh, MA, DPhil Reverend Luke Macnamara, LSS, OSB
<i>Systematic Theology:</i>	Reverend Neil Xavier O'Donoghue, PhD Joshua Furnel, MA, PhD Tom McLean, BSc, MA, STL
<i>Pastoral Theology:</i>	Eileen O'Connell OP, MTh, MA Maureen Kelly, MA
<i>Canon Law:</i>	Reverend Peter O'Kane BPh BD MMus JCL MA LicDiv

## Faculty of Canon Law

### PROFESSOR

Vacant

## Faculty of Philosophy

### DEAN

Dr Gaven Kerr, BA, MPhil, PhD (QUB) (*Interim*),

### LECTURERS

Dr Robert McNamara BSc, BPhil, HDipSc, HDipTh, MTS, PhD (LHU)  
Dr Jordan McFadden, B.A, M.A, MPhil, PhD (CUA)  
Reverend Dr Patrick Gorevan, DPh (UCD)

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## Additional Personnel

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*Office of the President:* Tracey Flinter, Caroline Tennyson

*Accounts Office:* Fidelma Madden, FCA, AITI (*Bursar*),

Catherine Loane, FCA (*College Accountant*) Elaine Cahill, Carol Vaudrion, Catherine Chandler.

*Admissions Office: Undergrad:* Sheila Browne

*Postgrad:* Rachel McHugh

*Archivist:* Sarah Freeland

*Auditor:* Baker Tilly Mooney Moore, Belfast

*Catering Department:*

Catering Manager: Dearbhaile McAuley

*Domestic Supervisor:* Noreen O'Connor & Lillian Sandu

*Health & Safety Office:* Daniel McDermott

*Library:* The Library facilities are shared by *Saint Patrick's Pontifical University* and the *Maynooth University*

Librarian: Cathal McCauley, BA, MLIS, Dip FM

*Marketing:* Paul Hurley, Cian Roche

*Maynooth Campus Conference & Accommodation:*

Manager: Bill Tinley, PhD

Sales & Marketing: Katja Nolan

Reservations: Annika Devitt

Events: Fiona Smith

Accounts: Siobhan Brett

*Maynooth University Bookshop:* Proprietor: John Byrne

*National Science Museum:* Honorary Curator: Neil Trappe, PhD

*Pontifical University Office:* Sheila Browne, Sharon Walsh, Sandra Norgrove, Elizabeth Winright.

*Quality Assurance Office:* Moria Crowley

*Solicitor:* Mason Hayes Curran Solicitors, Dublin

*School Liaison:* Ruth Daly

*Student Recruitment:* Rachel McHugh

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## Useful Contacts for Students

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Calls originating on University phones should dial the last four digits only.

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Surlis, Rev. Dr Tomás <i>Rector</i>	St. Mary's	708-3727 <a href="mailto:rector@spcm.ie">rector@spcm.ie</a>

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Ridge, Martin	Estate Management	708-4742 <a href="mailto:martin.ridge@spcm.ie">martin.ridge@spcm.ie</a>
Seaman, Charles	Buildings/Utilities Department	708-6316 <a href="mailto:charles.seaman@spcm.ie">charles.seaman@spcm.ie</a>
Tennyson, Caroline	Events & Fundraising/President's Office	708-3964 <a href="mailto:caroline.tennyson@spcm.ie">caroline.tennyson@spcm.ie</a>
Vaudrion, Carol	Accounts Department	708-4751 <a href="mailto:carol.vaudrion@spcm.ie">carol.vaudrion@spcm.ie</a>
Walsh, Sharon	Pontifical University Office	708-3600 <a href="mailto:sharon.walsh@spcm.ie">sharon.walsh@spcm.ie</a>
Winright, Elizabeth	Pontifical University Office	708-3600 <a href="mailto:Elizabeth.winright@spcm.ie">Elizabeth.winright@spcm.ie</a>

## Offices:

Opening hours at the Pontifical University Office at Saint Patrick’s Pontifical University Maynooth are as follows:

Monday – Thursday:

9.30 a.m. to 1.00 p.m.

2.00 p.m. to 5.00 p.m.

Friday:

9.30 a.m. to 1.00 p.m

If you should have difficulty contacting one of the specific offices below, you may contact the Pontifical University Office at 708-3600 for assistance.

Academic Advisory Office *	59 Arts Building	708-3368
Access Office *	Humanity House	708-4519
Admissions Office	Pontifical University Office	708-4772
Alumni Office *	Humanity House	708-6492
Careers & Appointments Office *	Arts Building	708-3592
Chaplaincy *	Student Services Centre	708-3320
Counselling *	Riverstown House	708-3554
Dean of Theology	4 Dunboyne	708-3360
Examinations Office	Pontifical University Office	708-3600
Fees & Accounts Office	Stoyte House	708-4751
International Office *	Humanity House	708-3417
National Centre for Liturgy	Long Corridor	708-3478
Pontifical University Office	Pontifical University Office	708-3600
Postgraduate Studies Office	16 Dunboyne	708-3442
President’s Office	Stoyte House	708-3958
Rector’s Office	St. Mary’s	708-3727
Registrar’s Office	Ground loor Dunboyne	708-7453
Sports Office *	Sports Complex	708-3824
Student Services *	Sports Complex	708-3825
Students’ Union *	Sports Complex	708-3669

\* This office is a joint service between *Saint Patrick’s Pontifical University, Maynooth* (SPPU) and Maynooth University.

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## **Seminary Council**

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Reverend Tomás Surlis - *Seminary Rector*  
Reverend Seán Corkery - *Coordinator of Human and Pastoral Formation*  
Reverend Shane O'Neill - *Coordinator of Human and Pastoral Formation*  
Reverend Peter O'Kane - *Coordinator of Intellectual Formation*

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## **Finance Council**

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Reverend Michael Mullaney, *President*  
Reverend Tomás Surlis, *Seminary Rector*  
Ms Fidelma Madden, *Bursar*  
Ms. Catherine Loane, *College Accountant*  
Reverend Pádraig Corkery  
Mr Gus Mulligan

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## **Priests in Residence**

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Conway, Reverend Michael  
Corkery, Reverend Pádraig  
Corkery, Reverend Seán  
Corley, Reverend Jeremy  
Hayden, Reverend Chris  
Kavanagh, Reverend Brian  
McGuinness, Rt Rev Msgr Joseph  
O'Connell, Reverend Séamus

O'Donoghue, Reverend Neil Xavier  
O'Kane, Reverend Peter  
O'Neill, Reverend Shane  
Scerri, Reverend Carl  
Shortall, Reverend Michael  
Surlis, Reverend Tomás  
Sheridan, Reverend John-Paul

# Important Dates 2025 – 2026

<b>SEPTEMBER</b>	
Sunday 7 <sup>th</sup>	All seminarians return
Monday 8 <sup>th</sup> –Friday 12 <sup>th</sup>	Seminary Introductory Programmes
Monday 15 <sup>th</sup> –Wednesday 17 <sup>th</sup>	Human Formation Workshop
Thursday 18 <sup>th</sup> –Sunday 21 <sup>st</sup>	Opening of the Year Retreat
Monday 22 <sup>nd</sup>	Academic Year begins/Lectures commence
<b>OCTOBER</b>	
Tuesday 9 <sup>th</sup>	Opening of the Year Academic Mass
Saturday 11 <sup>th</sup> – Sunday 12 <sup>th</sup>	Day of Recollection
Thursday 23 <sup>rd</sup>	Ministry of Acolyte
Monday 27 <sup>th</sup>	Bank Holiday
Tuesday 28 <sup>th</sup> – Friday 31 <sup>st</sup>	Reading Week
Friday 31st	Seminarians Return
Friday 31st – Sunday 2 <sup>nd</sup>	Retreat (All Saints & All Souls)
<b>NOVEMBER</b>	
Monday 3 <sup>rd</sup>	Lectures resume
Friday 7 <sup>th</sup>	Prizes and Scholarships Awards Ceremony
Saturday 8 <sup>th</sup>	Pontifical University Conferring
Sunday 9 <sup>th</sup>	Mass for Deceased Benefactors of College
Saturday 29 <sup>th</sup> - Sunday 30 <sup>th</sup>	Advent Day of Recollection
<b>DECEMBER</b>	
Thursday 4 <sup>th</sup>	Evening Mass for Admission to Candidacy
Monday 8 <sup>th</sup>	Solemnity of the Immaculate Conception
Friday 19 <sup>th</sup>	Christmas vacation commences on conclusion of lectures

<b>JANUARY</b>	
Monday 5 <sup>th</sup> PM	Seminary schedule resumes/Reading Week
Tuesday 6 <sup>th</sup>	Solemnity of the Epiphany
Wednesday 7 <sup>th</sup> - Saturday 24 <sup>th</sup>	January examinations
Sunday 11 <sup>th</sup>	Feast of the Baptism of the Lord
Monday 26 <sup>th</sup> – Friday 30 <sup>th</sup>	Inter-Semester Break
Monday 26 <sup>th</sup> – Wednesday 28 <sup>th</sup>	Formation Workshop
Friday 30 <sup>th</sup> - Sunday 1 <sup>st</sup>	Opening of Second Semester Retreat

<b>SECOND SEMESTER</b>	
<b>FEBRUARY</b>	
Monday 2 <sup>nd</sup>	Bank Holiday- St. Brigid's Day
Tuesday 3 <sup>rd</sup>	Lecture's resume
Wednesday 18 <sup>th</sup>	Ash Wednesday
Thursday 19 <sup>th</sup>	Ministry of Lector
Saturday 21 <sup>st</sup> – Sunday 22 <sup>nd</sup>	Day of Recollection (First Sunday of Lent)
<b>MARCH</b>	
Tuesday 3 <sup>rd</sup>	SPCM Annual Trócaire Lenten Lecture
Thursday 12 <sup>th</sup>	Patron's Day Celebration – PM
Monday 16 <sup>th</sup> - Friday 20 <sup>th</sup>	Reading Week
Friday 27 <sup>th</sup> – Sunday 29 <sup>th</sup>	Lenten Retreat

<b>APRIL</b>	
Thursday 2 <sup>nd</sup>	Holy Thursday
Friday 23 <sup>rd</sup>	Good Friday
Saturday 4 <sup>th</sup>	Holy Saturday
Sunday 5 <sup>th</sup>	Easter Sunday
Sunday 5 <sup>th</sup> – Sunday 12 <sup>th</sup>	Easter Vacation
Monday 13 <sup>th</sup>	Lecture's Resume
Sunday 26 <sup>th</sup>	Good Shepard Sunday (Seminarians Vocations Promotion)

<b>MAY</b>	
Saturday 2 <sup>nd</sup> - Sunday 3 <sup>rd</sup>	Day of Recollection
Monday 4 <sup>th</sup>	Bank Holiday
Friday 8 <sup>th</sup>	Conclusion of Lectures
Wednesday 13 <sup>th</sup> – Saturday 30 <sup>th</sup>	Summer Examinations
Sunday 17 <sup>th</sup>	Ascension Sunday
Sunday 24 <sup>th</sup>	Pentecost Sunday/Pilgrimage to Knock Shrine
Sunday 31 <sup>st</sup>	Trinity Sunday
<b>JUNE</b>	
Tuesday 9 <sup>th</sup>	Maynooth Union

# Academic Schedule 2025 – 2026

<b>SEPTEMBER</b>	
8th Monday	CCRETS/PGCCRETS Lectures commence Orientation and Registration for Pastoral Theology/DYM Programmes
17th Wednesday	Lectures commence HDip in Theological Studies, Diaconal Studies
15th – 19th Monday - Friday	Postgraduate and Undergraduate Orientation and Registration Week
22nd Monday	Lectures Commence for all Full time Programmes
<b>OCTOBER</b>	
9 <sup>th</sup> Thursday	Opening of the Academic Year Mass
10 <sup>th</sup> Friday	Change of Module Deadline for all continuing Students
17 <sup>th</sup> Friday	Change of Arts subject deadline for BATH Year 1 Students
24 <sup>th</sup> Friday	Study week commences on conclusion of lectures
31 <sup>st</sup> Friday	Deadline to withdraw from studies without losing “Free Fee Status”
<b>NOVEMBER</b>	
3 <sup>rd</sup> Monday	Resumption of Lectures
7 <sup>th</sup> Friday	Prizes and Scholarships Awards Ceremony
8 <sup>th</sup> Saturday	Pontifical University Conferring
<b>DECEMBER</b>	
19 <sup>th</sup> Friday	Christmas vacation commences on conclusion of lectures
<b>JANUARY</b>	
7 <sup>th</sup> – 24 <sup>th</sup>	SPPU January Examinations
26 <sup>th</sup> – 30 <sup>th</sup>	Inter Semester Break
30 <sup>th</sup> Friday	Deadline to withdraw from studies and retain 50% “Free Fee Status”

<b>SECOND SEMESTER</b>	
<b>FEBRUARY</b>	
3 <sup>rd</sup> Tuesday	Lectures resume
13 <sup>th</sup> Friday	Deadline for change of 2 <sup>nd</sup> Semester Modules for all UG students
<b>MARCH</b>	
5 <sup>th</sup> Tuesday	Post Graduate Open Evening (3 – 7 pm) TBC
13 <sup>th</sup> Friday	Study week commences on conclusion of lecturers
<b>APRIL</b>	
1 <sup>st</sup> Wednesday	Easter Vacation Commences on conclusion of lectures (SPPU only)
13 <sup>th</sup> Monday	Lectures resume
<b>MAY</b>	
8 <sup>th</sup> Friday	Conclusion of Lectures
13 <sup>th</sup> - 31 <sup>st</sup>	SPPU Summer Examinations (End date TBC with MU Exams Office)
<b>JUNE</b>	
TBC	Consultation period
<b>AUGUST</b>	
TBC	Repeat Exams

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# Fees and Accounts 2025/2026

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The Fees Office at Saint Patrick's Pontifical University deals with all matters relating to course fees and grants. All queries in relation to fees must be sent by email to [fees@spcm.ie](mailto:fees@spcm.ie). Appointments are by request. For Full list of Fees for all programmes please visit <https://sppu.ie/fees-and-funding>

## **Undergraduate - Free Fees Initiative and Grants**

Courses MU001 & MU002 - are covered under the free fees initiative.

Students are only liable for the following amounts:

- SUSI (100%) Grant holders pay €150 prior to registration.
- SUSI (50%) Grant holders pay €900 prior to registration and €750 in January.
- Non-Grant holders pay €1650 prior to registration and €1500 in January.
- Students Ineligible for Free Fees i.e. from previous higher education, Non-EU students, Repeating Students & other ineligible students, please contact [fees@spcm.ie](mailto:fees@spcm.ie)

- International Student Fees are due in full prior to registration

All Full time Masters programs above come under the Full time Masters course listed on SUSI

The B.Th. and the BA.Th. Degree courses qualify for the Government's 'Free Fees' Scheme and for Higher Education Grants (SUSI). The total fee of €5,779 above is inclusive of €3,000 Student Contribution and €150 Student Levy. Non-Grant Holders, who are entitled to free fees, must pay the student contribution of €3,000 plus the student levy of €150. Eligible grant holders, who must apply to Student Universal Support Ireland (SUSI) for approval, may have part or all of the student contribution paid by SUSI. All students are liable for the student levy.

## **New & Existing Undergraduate Students:**

The Course Fee includes tuition and examination fees, but does not include repeat examination fees, late payment fees or late registration fees.

Tuition fees may be paid by the Exchequer in respect of full-time students who have been ordinarily resident in an EU/UK/EEA/Swiss State for at least three of the five years preceding their entry to their third-level course and who meet the criteria of the scheme. Eligibility under the scheme is determined at date of entry to the course.

The scheme is subject to the the following conditions:

1. Tuition fees will be paid in respect only of students attending full-time undergraduate courses.
2. The courses must, other than exceptionally, be of a minimum of two years duration.
3. Tuition fees will not be paid in respect of:
  - students pursuing a second undergraduate course.
  - students who already hold a postgraduate qualification

Notwithstanding this condition and subject to compliance with the other conditions of the Free Fees initiative, students who already hold a Level 6 qualification (Higher Certificate or National Certificate) or a Level 7 qualification (Ordinary Bachelor Degree or National Diploma) and are progressing to a Level 8 (Honours Bachelor Degree) course without necessarily having received an exemption from the normal duration of the course may be deemed eligible for free fees.

4. Tuition fees will also not be paid in respect of students undertaking a repeat year of study at the same year level. In this regard, this condition may be waived where evidence of exceptional circumstances, such as cases of certified serious illness, is provided.
5. Subject to compliance with the other conditions of the Free Fees initiative, students who have previously pursued but have not completed a course of third level study and subsequently resume third level studies:
  - a) may be deemed eligible for free fees where the third level course concerned did not attract any exchequer funding (e.g. fees, maintenance, tax relief, subsidy towards course cost)
  - b) are not eligible for free fees for the equivalent period of time spent on the first course of study where the third level course concerned did attract exchequer funding (as above). Part-time and evening students are included in this category.
6. Tuition fees will be paid in respect of eligible students who, having attended but not completed approved courses, are returning following a break of at least five years in order to pursue approved courses at the same level in the 2025-2026 academic year.

7. The tuition fees payable do not include the payment to be made by students towards the cost of registration, examination and student services.

Further details of the scheme including nationality criteria to be applied are available at [Free Fees Initiative | Funding, Governance and Performance | Higher Education Authority \(hea.ie\)](#)

### **Retiring from a 'Free Fees' Undergraduate Course:**

In September, the University is obliged to confirm to the Higher Education Authority the student ID numbers of all students who register. This process is repeated in February for those still registered. Students retiring from University must notify the Pontifical University Office and return their student ID card without delay. They must complete an official withdrawal form in the Pontifical University Office to confirm that they are de-registered. Students who fail to complete the official withdrawal form may have free fees claimed on their behalf and be liable for full fees if attending another course subsequently.

### **Fee Implications for:**

- **Students retiring before 31<sup>st</sup> October**  
Students who register but withdraw before October 31<sup>st</sup> are charged a €150 administration fee to be held from any monies already paid. Students who have not paid any amount will need to pay €150 in order to de-register.
- **Students retiring in order to pursue a different course**  
If a student accepts a place and then retires after October 31<sup>st</sup> and prior to 31<sup>st</sup> January, the student will subsequently become liable for fees for a half year if attending the same level of a third level course within the next five years.
- **Students retiring after 31<sup>st</sup> January**  
Full fees will be claimed from the Higher Education Authority for students in attendance at the beginning of the second term. Any student retiring after 31<sup>st</sup> January will become liable for full fees if attending the same year level of a third level course within the next five years.
- **Students retiring on medical or other grounds**  
Students retiring in exceptional circumstances such as certified illness may apply to the Registrar for permission to re-attend as 'Free Fee' Students.

## Undergraduate Students:

Continuing students and first-time applicants, having accepted a place via the CAO for the Academic year, will register and pay their fees online per the instructions emailed directly after your acceptance.

- Non-grant-holders entitled to free fees, are required to pay €3,150, which includes Student Contribution of €3,000 and the Student Levy of €150. Payment can be made as follows:
  - In Full i.e. €3,150 : to be paid before registration
  - Or by instalment -
    - First instalment €1,650: to be paid before registration (Levy + half contribution)
    - Second instalment €1,500: to be paid by 31<sup>st</sup> January 2026
- Confirmed Grant-holders are required to pay the Student Levy of €150 before registration **and** to provide their SUSI application number during online registration at the University.
- Students who have applied for a SUSI Grant but who have not yet received an award **may** be required to pay €1,650 until their grant position is clarified. Students must provide their SUSI application number during online registration at the University.
- Students who are not entitled to free fees (e.g. those with previous third level participation,) must pay half the course fee of €2814.50 plus the student levy €150, totalling €2964.50 before registration and the balance of €2814.50 by 31<sup>st</sup> January 2026.

## Overseas & Occasional Students:

All Non-EU/Overseas and Occasional fees must be paid in full prior to registration.

The Non-EU/Overseas Fee is not payable in the following cases:

- Where a student holds a Birth Certificate from a country within the European Union.
  - Where a student's permanent home residence is within the European Union
- and*
- Where a student has completed three years full-time second level education within the European Union or has three years' work experience within the European Union immediately prior to University entry.

*Notes:*

- Evidence of EU citizenship alone is not sufficient for exemption from the overseas fees.

- A student deemed liable for the overseas fees at time of registration cannot subsequently have his/her status altered while attending the University.

Should you require clarification of any of the above please contact [fees@spcm.ie](mailto:fees@spcm.ie).

### **Postgraduate, Repeat & Other Course Students:**

Postgraduate (EU) students who are not in receipt of a SUSI Grant, repeat students and all other students, should pay half of the required fee plus the student levy prior to registration and the balance before the 31<sup>st</sup> January 2026. Late payment fees of €50 will apply.

Overseas and Non-EU students must pay fees **in full** prior to registration. If in receipt of sponsorship from an outside agency, details of same must be conveyed to the Fees and Grants Office not later than August 31<sup>st</sup>, 2025, so that payment of fees can be secured by the University.

### **Payment Information:**

Fee payments can be made online via the Student registration system, details of which will be sent out to all students in advance of Registration. .

Should you wish to pay by another method rather than online i.e. by direct bank payment, you must request the details by contacting [fees@spcm.ie](mailto:fees@spcm.ie)

It is vital that you quote your student number, the name under which you are registered and your course details on any correspondence with the University and subsequently on any detail of payments made.

### **Higher Education Grants:**

All students in receipt of SUSI Grants are required to pay the Student Levy of €150, which is not covered by the Grant Scheme. This sum will be used for the development of student sports, social and recreational facilities.

Applications for grants must be made directly to SUSI. Before registration can be completed confirmation of your SUSI Application number must be provided to the University for verification with SUSI. Students may be required to pay €1,650 until their grant is confirmed. Any such payment will be refunded in full (less €150 student levy) if a grant is subsequently awarded and the University has received notification from SUSI. Should no award be forthcoming any outstanding balance must be settled before 31<sup>st</sup> January 2026.

## Maintenance Awards:

Maintenance grants awarded by SUSI are paid directly into students' bank accounts. All queries should be directed to SUSI.

## Funding - Student Assistance Fund

The Student Assistance Fund is managed by the Higher Education Authority on behalf of the Department of Further and Higher Education, Research, Innovation and Science. It provides financial support to students who are in financial difficulty and whose participation at university would be at risk without support. The Fund is best described as a contributory payment which helps students meet some of the **extra** costs associated with being at university. Registered students do not necessarily need to be grant holders to apply for funding.

Applications are **means tested** and funding is **targeted** at those students who are in most financial need.

Funding is available to **all full-time & some part-time registered students** of the Pontifical University attending an approved course. Full details of the Fund are available at

<https://www.maynoothuniversity.ie/access-office/SAF>

Details of approved courses are available at

<https://www.susi.ie/eligibility-criteria/approved-courses/undergraduate-students-approved-institutions-and-courses---full-time-courses/prescribed-courses-in-other-higher-education-institutions/pontifical-university-of-maynooth/>

<https://www.susi.ie/eligibility-criteria/approved-courses/postgraduate-approved-institutions-and-courses/approved-higher-education-institutions-for-postgraduate-study---prescribed-courses/pontifical-college-of-maynooth-/>



Should you require any further information please do not hesitate to contact the Fees Office.

E-mail: [fees@spcm.ie](mailto:fees@spcm.ie)  
Web Page: [www.sppu.ie](http://www.sppu.ie)  
Telephone: (+353) 01 7084751

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# General Rules of the University

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1. ***Guidelines regarding Covid-19*** The health and safety of staff and students is a priority of St Patrick's Pontifical University. Our policies with regard to the COVID-19 align to National Guidelines for Further and Higher Education of the Department of Skills and Education (published 15 June 2021 and last updated 1 July 2021). (See: <https://www.gov.ie/en/publication/bcd91-a-safe-return-to-on-site-further-and-higher-education-and-research/>)

The policies of St Patrick's Pontifical University (The Pontifical University) are continually updated and available at <https://maynoothPontificalUniversity.ie/news-events/2020/guidance-re-covid-19> and are to be read in conjunction with the policies of Maynooth University. Every student will be required to be acquainted with the policies and to act in responsible manner.

The documents are also available by contacting the Registrar.

2. Student Identity Cards, issued to each student at Registration, shall be carefully retained and produced on demand to any Pontifical University official or member of the academic staff or properly authorised Pontifical University employee. If a student fails or refuses to produce his / her Student Identity Card on such demand, he or she may be denied access to any or all University premises and facilities. If the Student's Identity Card is lost he / she should immediately inform the Pontifical University Office. A replacement may be issued on payment of a fee.

3. A student entered for a course or courses is expected to attend all lectures, tutorials and classes etc given in each course for which he / she is registered.

4. If a student changes his / her address, he / she must notify the Pontifical University Office as soon as possible.

5. A student who wishes to withdraw from the Pontifical University should:

- Notify the Pontifical University Office
- Notify the Library
- Return Student Identity Card to the Pontifical University Office. Failure to do so could affect later claims regarding fee remission or social welfare entitlements.

6. The *Public Health (Tobacco) Acts 2002 & 2004* prohibit smoking in all enclosed areas. The legislation applies to all Pontifical University buildings, including offices, lecture halls, class halls, restaurants and the Students' Union Bar. Smoking will not be permitted in student accommodation with the exception of designated smoking apartments. A fine of up to €3,000 may be imposed on any person found in breach of the provisions of the legislation.

7. The consumption of alcohol on the campus or University grounds is prohibited without the expressed permission of the Pontifical University authorities.

#### 8. Vehicles on Campus

- Motorists and cyclists must exercise due care and adhere to the speed limit of 25 Km per hour that applies throughout campus.
- Motor cycles are not permitted on the South Campus and must be parked in the vicinity of the bicycle racks at the Main Gate.
- Bicycles must be left in bicycle racks which are provided in key locations around the campus.
- Cycling is prohibited in Saint Joseph's Square, in the vicinity of the John Paul II library and in such areas as are indicated in signposts.

#### 9. Parking:

- A pay and display car park is available for visitors.
- Vehicles must be parked in the car parks or designated parking areas.
- Parking in Saint Joseph's Square is reserved for resident staff of Saint Patrick's Pontifical University.
- Parking to the front of Stoyte House and Long Corridor is restricted to designated staff of Saint Patrick's Pontifical University.

10. Saint Joseph's Square is a formal garden. Picnics, sunbathing and sitting on the grass are not allowed within the Square.

11. By way of Medical and Counseling support, the Pontifical University authorities may require a student, during his / her period of study at the Pontifical University, to attend a nominated medical practitioner or counselor. The authorities would require such attendance only where they consider it to be necessary to the well being of the student concerned and / or the well being of another member / members of the University community or otherwise. The Pontifical University authorities would be responsible for the cost of the initial attendance but not in respect of any further attendance for treatment indicated.

12. A student may be denied access to any or all Pontifical University premises or facilities without notice, and for such period of time as the Pontifical University authorities see fit, in the event that the Pontifical University authorities deem such exclusion to be necessary in the interests of the safety and well being of that student and / or any other member / members of the Pontifical University.

13. Any accident that occurs on Campus must be reported to a security officer, without undue delay.

14. All property found on campus is to be handed in to Security. Property not claimed after a period of three months by the true owner becomes the property of the Pontifical University or Maynooth University.

15. Failure to comply with these rules may result in the imposition of disciplinary sanctions (including expulsion, fines, campus service and, in the case of the rule in relation to vehicles, the placing of adhesive stickers on vehicles and vehicle clamping, requiring a release fee of at least €80).

## **Disciplinary Code for Students**

### **Introduction**

The purpose of a code of discipline within the Pontifical University is to ensure that the pursuit of the objectives of the University shall not be disrupted. These are primarily the advancement, promotion, gathering and dissemination of knowledge and understanding through research, teaching, learning and rational discussion. To enable these aims to be fulfilled in a satisfactory manner it is necessary that a suitable academic environment be maintained. A code of discipline is a positive thing, which promotes concern and respect for people's rights and property. This helps to enhance the quality of life for all members of the Pontifical University community - staff and students. A student who registers for any course in the University shall be expected to accept these objectives and to observe the rules and regulations of the Pontifical University.

A Committee of Discipline exists to help maintain good discipline within the University and its general environs.

The Code of discipline and its implementation are subject to the present Statutes of the Pontifical University and to amendment by the Pontifical University authorities. The Code of Discipline is subject to review at such intervals and in such manner as the Pontifical University authorities consider appropriate.

### **Rules and Breaches**

The two basic rules of the Code of Discipline are:

1. Every student is expected and required to respect the rights of fellow students and the authority of the Pontifical University academics and other staff in the performance of their duties. At all times every student is expected to observe the rules and regulations of the Pontifical University and conduct themselves in a manner conducive to the academic environment of the Pontifical University and the promotion of its objectives.

2. Every student is expected and required to respect the rights of fellow students in the enjoyment of the facilities of the Pontifical University, including its clubs and societies, and all privileges in relation to those facilities, and to observe applicable rules or regulations and at all times to respect the property of the Pontifical University or of other students, members of the Pontifical University staff or other persons working in or visiting the Pontifical University.

In interpreting the two basic rules the Committee of Discipline would normally regard as serious offences against the code such examples as:

- Plagiarism, cheating or the use of unauthorised material during an examination or other breaches of examination Regulations. Breaches of the Examination Regulations shall be dealt with directly by Officers of the Pontifical University.
- Disruption of teaching, study, research or administration of the Pontifical University.
- Obstruction of members of the Pontifical University administrative staff, academic staff, officers, students or servants of the Pontifical University in the performance of their duties.
- Furnishing false information to the Pontifical University with intent to deceive or in circumstances calculated to deceive.
- Forging, alteration, or misuse of Pontifical University documents, records or identity cards.
- Intimidation or harassment of any kind, physical abuse or verbal abuse of a defamatory character of another person.
- Malicious or reckless damage or theft of Pontifical University property or any other property on the Pontifical University grounds. Misuse of Pontifical University property including library materials or private property on the campus.
- Forcible occupation of Pontifical University buildings or grounds.
- Unwarranted interference with the Pontifical University's safety equipment, fire fighting equipment, security systems and alarm systems.
- On or off-campus conduct likely to bring the Pontifical University into disrepute.
- Engaging in activities that contravene the laws of the State and infringe either of the Pontifical University's two basic rules of discipline.
- Refusal to produce a Student Identity Card when requested to do so by a Pontifical University Staff member who shall identify himself / herself.
- Failure to pay a fine or comply with a disciplinary sanction imposed for a breach of discipline (subject to any right of appeal applicable).
- A serious failure to comply with the regulations governing the use of University Computer services (Code of Conduct for users of Computing Facilities listed below) and Library services which, in the case of a breach

of Library Regulations, has not been dealt with by the librarian in accordance with the terms of those regulations.

### **Membership of the Committee of Discipline**

The Committee of Discipline shall comprise:

- Dean of the relevant Faculty (or his or her delegate)
- Two members of the relevant Faculty elected by the Council of the Faculty
- One of the student representatives on the Council of the relevant Faculty

Academic members are elected for a period of three years, student representatives for a period of one year.

The Dean or his/her delegate shall be the Chairman of the Committee and one member of the Faculty shall be the Secretary. Three members, one at least of whom must be a student representative, shall constitute a quorum. Should a meeting duly called fail to have a quorum because no student representative is in attendance, then the proposed meeting may proceed within a reasonable time, provided that three committee members are in attendance. An agenda will be circulated in advance of Committee meetings and its deliberations will be kept in confidence. In the event of a tie, the Chairman shall have a casting vote.

### **Procedure**

It is open to any staff or student member of the Pontifical University community to report in writing any alleged breach of discipline to the Chairman of the Committee of Discipline. If an allegation of a serious breach of the Code has been made against a student, the President of St Patrick's Pontifical University or his nominee shall have the power to exclude that student from Pontifical University premises, if he deems fit, while the alleged breach of discipline is being investigated.

The Chairman of the Committee of Discipline is empowered to handle summarily what he regards as minor breaches of the Code of Discipline. In cases where the alleged breach is judged to be of a serious character the Chairman shall refer the issue in writing to the Committee of Discipline at the earliest convenient opportunity.

An appeal from a decision by the Chairman of the committee of Discipline shall be to the Committee of Discipline (excluding the Chairman). The appeal procedure shall apply to such an appeal only to the extent relevant. A reasonable effort must be made to inform the student in writing of the alleged breach:

- Detailing the nature of the allegation, and any grounds on which it has been made
- Informing the student of his / her rights and

- Inviting him / her to attend a meeting of the Committee of Discipline convened to deal with the allegation, and to make such representations in relation to the allegation as he or she sees fit.

The student is entitled to have present to assist him / her at the meeting a representative who is a registered student or a member of the academic or administrative staff of the Pontifical University.

The Pontifical University or the student in question may have a legal adviser present at the meeting, subject to prior notice having been given to the student or the Committee as the case may be. If a student fails to respond to such an invitation, and / or to present himself or herself at the meeting, the matter may be dealt with in his / her absence.

If a member of the Committee of Discipline is a complainant or is otherwise involved in the alleged breach of conduct, he / she shall be replaced at the meeting by a nominee of the President of the Pontifical University. The Committee, having considered the allegation, the evidence received in relation to it, and any representations made by or on behalf of the student, and made such enquiries as it sees fit, shall deliberate in private and shall notify the student of the outcome within three days, where practicable. The Committee shall forward a written report of its handling of any serious breach of conduct to the President and, in the event of an appeal, following the expiry of that appeal, to the Dean of the appropriate Faculty.

Where a Head of Department or the Head of Security (hereinafter referred to as “the Relevant Head”) becomes aware of a breach of the Code of Discipline of the type described below, he or she may elect not to refer the breach to the Committee of Discipline where: in his / her opinion,

- the breach is such that it could appropriately be dealt with by the Relevant Head
- the student has admitted the breach of the Code, and confirmed in writing that he or she wishes to have the matter dealt with by the Relevant Head.

The Relevant Head shall promptly inform the Chairman of the committee of Discipline that he or she is dealing with such a breach. The disciplinary sanctions which may be imposed by a relevant head are confined to a fine not exceeding €64, campus service up to 5 hours, a reprimand, warning or advice, and repay compensation for loss or damage caused.

In deciding what disciplinary sanction will apply, the Relevant Head will ensure that the student is informed of the full case against him / her, and offer the student an opportunity to explain any mitigating circumstances to the Relevant Head. A written summary of the facts of, and the decision taken, in any such case will be supplied to the Chairman of the Committee of Discipline. An appeal from a decision

by the Relevant head shall be to the Chairman of the Committee of Discipline, and the appeal procedures shall apply to such an appeal only to the extent relevant.

### **Disciplinary Sanctions**

The Committee of Discipline may recommend to the President that the following sanctions be imposed upon a student who has been found in breach of discipline.

- *Expulsion* - that the student ceases to be a member of the Pontifical University and that he / she be barred from any property occupied by the Pontifical University. This penalty shall appear on the student's record permanently.
- *Withdrawal* - that the student be requested to withdraw from the Pontifical University permanently or for a stated period, or until he / she has complied with the requirements laid down by the Committee.
- *Suspension* - that the student be suspended from the Pontifical University, or be barred from certain activities for a stated period, or until he / she has complied with the requirements laid down by the Committee, or the Relevant Head.
- *Fine* - that the student be fined a sum determined by the Committee or the Relevant Head.
- *Campus Service* - that the student be required to carry out a period of service on the Pontifical University Campus of a nature and on such terms as are determined by the Committee or the Relevant Head
- *Reprimand* - that the student be reprimanded and warned that if further breaches of discipline occur in future his / her present breach would be taken into consideration by the Committee or the Relevant Head in making a decision.
- *Conditional Discharge* - that no further action be taken against the student, provided he / she fulfils the conditions laid down by the Committee. The Committee reserves the right to impose conditions involving compensation in the case of damage to property or persons. The Committee may also give an absolute discharge. Save as provided above, any sanction imposed shall appear on the student's record for such period of time as the Committee may decide.

### **Appeal Procedure**

A student who is aggrieved by a decision of the Committee of Discipline shall have the right of appeal to the President of the Pontifical University. The President may, at his discretion, nominate an Appeal Committee of three people to conduct an inquiry into the appeal. An Appeal Committee shall consist of two nominees of the President, one of whom must be a member of the academic staff. A third member shall be a student, nominated by the President of the Student's Union. The appointment of an appeal Committee shall be notified to the student in question.

No member of the Committee of Discipline which made the appealed decision shall be a member of an Appeal Committee.

Appeals must be brought within twenty eight days of the date of service of the original decision. References below to the appellate authority are to the President, or where he decides that an appeal will be dealt with by an Appeal Committee, the Appeal Committee. Appeals will not normally involve a rehearing of the evidence but arrangements must be made for written submissions, appearing in person and / or producing fresh evidence.

The student shall convey in writing to the appellate authority the grounds of the appeal and any relevant evidence supportive of the case for appeal. The aggrieved student may also represent his / her case in person to the appellate authority, and may be accompanied by a registered student or by a member of the academic or administrative staff of the Pontifical University. The Pontifical University or student may have a legal adviser present subject to prior notice having been given to the student or the appellate authority.

The appellate authority may affirm, reverse or vary any decision of the Committee of Discipline, or remit the case to the Committee of Discipline for reconsideration. The decision arrived at through the appeals procedure shall be final.

## **Attendance Monitoring Policy**

### **Introduction**

The purpose of this *Student Attendance Policy* is to enhance a supportive learning environment for students to achieve their full potential. (See Strategic Plan, *Enhance Student Experience / Value highest standards in teaching and learning*, Goal 2.4.10). The Pontifical University remains mindful of its obligations to a duty of care and protection of privacy.

### **Rationale**

Class attendance and academic achievement are closely linked. Attendance is a vital element in maintaining student retention, progression, achievement and employability. Students who actively participate by attending classes are more likely to

- a. have a rewarding experience,
- b. successfully complete their course and
- c. achieve better results.

This policy therefore complements the Policies and Initiatives on *Student Success and Retention* (2017).

The following policy proposes establishing consistent monitoring practices for attendance. Keeping an overview of attendance helps to

- increase individual focus and engagement, and enhance and facilitate group dynamics
- encourage a better student experience by identifying students with issues (academic or personal) and facilitating a proactive response. This has been demonstrated to support retention and student wellbeing.
- mitigate against first year students leaving university prematurely. A systematic approach to monitoring attendance from the start of a programme fosters a culture of attendance in subsequent years
- It helps students to build work patterns appropriate for their time after university.

Having an established Attendance Policy therefore enables programmes to facilitate the Graduate Attributes of the Pontifical University.

Consistent monitoring allows for early intervention. Students who are identified as regularly absent from class may be contacted in order to offer supports or to have the consequences of absenteeism outlined.

Academic Staff are encouraged to incorporate formative assessment within the modules to encourage student engagement and learning.

### **Policy**

Attendance will be taken at all lectures, by way of a student register (or similar means) which will be recorded on the Moodle page of the relevant module. Anyone not attending will be checked absent, no matter what the reason. Non-attendance for medical reasons requires a medical certificate to be provided to the Pontifical University Office. Absences for medical reasons will be noted on the record when the medical certificate has been provided.

Paid employment is not an acceptable reason for non-attendance.

### **Responsibilities**

Students are responsible for:

1. Attending all learning and teaching sessions associated with their programme
2. Knowing if there are specific attendance requirements for individual modules
3. Ensuring that they have been signed into the attendance register. Late arrival may lead to students being marked absent
4. Maintaining a record of their own attendance
5. Notifying lecturers or tutors in advance if they expect to be absent from timetabled classes

6. Providing a medical certificate to the Pontifical University Office, where required
7. Informing the tutor or lecturer in advance if, due to exceptional circumstances, a student is obliged to leave a session before it concludes
8. Obtaining all the information presented by the lecturer or tutor during the missed class.

Academic staff are responsible for:

1. Reminding students of the importance of regular attendance
2. Recording student attendance
3. Writing to students who are exhibiting patterns of absenteeism. (See table below)
4. Alerting Academic and Pastoral Support Co-ordinator to 'at risk' students. (See table below)
5. Enrolling the Academic and Pastoral Support Co-ordinator as a “non-editing lecturer” to the module Moodle page.

The Academic and Pastoral Support Co-ordinator is responsible for:

1. Contacting ‘at risk’ students
2. Facilitating students' access to student support services

The Registrar is responsible for ensuring that:

1. teaching staff maintain a record of student attendance
2. appropriate systems are in place to maintain a student attendance record
3. appropriate systems are in place to facilitate notification by students of absence
4. Students are informed of the Attendance Policy
5. Students are advised of available supports
6. Students are warned of the consequences of persistent non-attendance.

### **Contacting Students**

By and large, non-attendance occurs early in a module. As a principle, students need to be contacted as soon as the pattern becomes discernible, and followed up as appropriate, if it persists.

The following tables are *indicative*.

For a five credit module.

<b>Week</b>	<b>Absent</b>	<b>Action</b>
1-3	3 sessions	Email from the lecturer, cc to the APS Coordinator
1-4	4 sessions	Email from and meeting with the APS Coordinator
1-6	6 sessions	Email from and meeting with The Registrar

For a 2.5 credit module

<b>Week</b>	<b>Absent</b>	<b>Action</b>
1-3	2 sessions	Email from the lecturer, cc to the APS Coordinator
1-6	3 sessions	Email from and meeting with APS Coordinator / The Registrar

*Please note:* If a student shows patterns of non-attendance later in the module they should also be identified and contacted.

Where a student's attendance is identified as a cause of concern, one or more of the following actions may be taken:

1. The student will be asked for an explanation
2. Students will be invited to discuss with the Registrar / Academic and Pastoral Support Coordinator how their attendance will be improved and whether further support is appropriate
3. Students will be issued with a formal written warning about their attendance
4. Staff writing references for students may refer to students' record of attendance
5. Exam boards may take into account students' attendance in exercising discretion in matters of progression and grading.

## **Misogyny/Hate Speech/Discriminatory Language**

The Pontifical University requires all students and staff to use respectful language when expressing their opinions whether verbally or in writing. Every person has a right to be treated with respect without discrimination because of race, colour, ethnic

origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

The University does not tolerate any forms of misogyny, hate speech or discriminatory language. Students should be aware of this requirement in their written work (e.g. essays, examinations, dissertations, and other course work) and in their verbal interactions in class, seminars and throughout the campus.

If a member of the University staff considers that a student has violated the above policy, he or she will alert the student (and the Dean of the relevant Faculty) to highlight the issue. If possible, the issue should be rectified at this stage. Where the violation relates to academic work marks (up to 10%) may be deducted at the discretion of the lecturer. Staff are also free to bring the matter to the attention of the Committee of Discipline and the Disciplinary Sanctions available to the Committee will apply to egregious violations of the policy.

## **Academic Misconduct**

Academic integrity involves: “Compliance with ethical and professional principles, standards and practices and a consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship” Maintaining academic integrity is critical to the reputation of higher education, and to the recognition of a graduate’s academic learning and resulting qualifications.

The University has a public duty to ensure that the highest standards are maintained in the conduct of assessment. The proper discharge of this duty is essential to safeguard the legitimate interests of its students and the University’s academic standards and reputation. Academic misconduct is taken very seriously. The University will take action against any student who contravenes these regulations through negligence, imprudence, ignorance or by deliberate intent.

The purpose of the procedures described in these regulations is to obtain all relevant facts and to reach a fair decision based on the evidence available. The process to be observed at all hearings and meetings convened under these regulations is inquisitorial rather than adversarial. It is not a judicial process, although it should be recognised that the University has an authority deriving from its contractual relationship with the individual Student and from the Student's agreement to be bound by the regulations in force in the period of study for which s/he is a student. Any student subject to academic misconduct proceedings in accordance with these regulations may obtain advice and guidance from the Registrar.

These regulations apply to all taught undergraduate and postgraduate students, and to former taught undergraduate and postgraduate students in relation to assessment

previously undertaken whilst a student of the University. Separate regulations pertain to the academic misconduct of postgraduate research students. Research students are governed by a separate policy.

These regulations will also be applicable to all taught undergraduate and postgraduate students (and former students) undertaking a course leading to an award of the University but delivered under a collaborative arrangement with an affiliate institution, unless otherwise agreed and stated in the partnership agreement. An allegation of academic misconduct may be investigated at any point, whether or not a final mark has been assigned to the work in question.

Exceptionally, an alleged offence may come to light after an Exams Board has met and agreed results have been published. In such cases, the allegation must be referred directly to the Registrar, who will consult with the Chair of the Exams Board. They will take account of the seriousness of the offence, the time, which has elapsed since it was committed, the reasons why it was not discovered earlier, and the regulations of any external validating or professional body, in determining whether or not to proceed with the case.

## **General Principles**

The Dean acts on behalf of the relevant Faculty in overseeing the implementation of the quality assurance process within each Faculty. This includes responsibility for monitoring cases of academic misconduct to ensure the University maintains its academic standards. The Registrar has oversight of all cases of academic misconduct in order that s/he can ensure consistency and carry out the University's reporting requirements. This will include responding to requests for information under the Freedom of Information and GDPR.

Students involved in academic misconduct procedures shall have the rights outlined within the *Academic Misconduct Policy*.

The University reserves the right not to proceed with any investigation following an allegation of academic misconduct against a student if it is considered that there are insufficient grounds or evidence to do so. The standard of proof to be adopted during the application of these regulations will be the balance of probabilities.

If it is determined, at any stage, that a false allegation has been made by a student or member of staff with vexatious or mischievous intent, the University may initiate an appropriate disciplinary process against the person or persons making that allegation. Where a student is enrolled on a course that is regulated by a professional, statutory or regulatory body (PSRB) and that student is found, under the provisions of these regulations, to have committed academic misconduct, the

Pontifical University may, depending on the nature of the offence, be obliged to report that fact to the PSRB.

Written communications will be sent to students via their Pontifical University e-mail address. Students are expected to check regularly their Pontifical University e-mail account for updates on their case. Non-receipt of properly dispatched correspondence will not be accepted as valid grounds for delay or annulment of procedures or outcomes under these regulations, nor will it be accepted as grounds for appeal.

Where a student is found to have committed academic misconduct this will be recorded on the student's file and retained in accordance with the Pontifical University's records retention schedule. The Student's misconduct record may be referred to in future references and will be referred to should any subsequent allegation of academic misconduct be reported within a period of twelve months. All decisions taken under this section shall take full account of natural justice, fairness and equity, and all penalties should be applied consistently within, and between, proceedings at an Academic Disciplinary Hearing.

These regulations provide guidance on the appropriate penalties. Each body which imposes a penalty has the discretion to vary the penalty it can impose but must provide clear reasons as to why they have varied the penalty. Any penalty imposed as the result of an academic misconduct investigation overrides any decision taken with regard to a mitigating circumstance claim in respect of that assessment.

In general, the University will not consider mitigation in cases of academic misconduct. Students who are unable to complete an assessment, through illness or other personal circumstances, should apply for mitigation through the appropriate channels at the time that the circumstances and/or illness occurs, and such circumstances cannot be considered as an excuse for academic misconduct.

Where a student is found to have committed academic misconduct in an assessment component, that fact will not necessarily preclude the condonement of a module where condonement is permitted in accordance with the academic regulations.

For the purpose of these regulations, 'examination' includes both written and oral examinations, and module tests. 'Assessed coursework' includes coursework, essays, assignments, in-class assessments, laboratory tests, projects, dissertations, practical work, presentations, placements, or field trip reports, designs, theses, artefacts, digital photographic media, and computer-based analyses, etc.

## **Definition of Academic Misconduct**

Academic misconduct is where a student gains, or seeks, attempts or intends to gain, advantage in relation to assessment, either for him/herself or for another person, by unfair or improper means.

An act of academic misconduct is committed regardless of whether or not the student intended to commit the act. For example, plagiarism may be committed irrespective of whether or not the student intended to deceive the examiners. The intention or otherwise of a student to deceive the examiners will not normally influence the penalty imposed.

## **Types of Academic Misconduct**

The following is a non-exhaustive list of types of academic misconduct:

**Collusion** is where a student either:

- presents for assessment work done in collaboration with another as entirely his/her own; or
- collaborates with another student on work which is submitted as that other student's work.

Where students in a class are instructed or encouraged to work together in the pursuit of an assignment or other assessed task, such activity is regarded as approved collaboration and not collusion, although there may be a requirement for each student to identify his/her own contribution.

**Duplication** is where a student uses or re-uses significant, identical, or nearly identical portion(s) of their own work where such work has been previously submitted for credit within the University or at another institution.

**Copying or Permitting Copying** is where a student copies another student's work or permits another student to copy their work submitted for assessment. Both parties will be dealt with in accordance with academic misconduct procedures. It is a student's responsibility to protect their own work. Students should ensure that electronic copies of their work are stored securely and cannot be copied or stolen by another person; for example, in computer laboratories

**Contract Cheating** is where a student commissions or seeks to commission (either paid or unpaid) another individual or artificial intelligence software tool to complete academic work on their behalf. The use of material prepared in whole or in part, by means of generative artificial-intelligence (AI) tools, including and

without limitation to chatbots, such as Chat Generative Pre-trained Transformer (Chat GPT), or other language generating tools is contrary to academic integrity and is a form of plagiarism as it is not the presentation of the student's own referenced work. The University reserves the right to screen work to identify the use of such tools.

**Plagiarism** (including self-plagiarism) is where a student either:

- presents work for assessment which contains the unacknowledged published or unpublished words, thoughts, judgements, ideas, structures or images of some other person or persons. This includes material downloaded from electronic sources, and material sourced or contracted from a third party;

or

- presents for assessment work which that student has previously submitted for assessment as part of the same or another module or course, or at another institution, without citing that it was used previously This is known as self-plagiarism, and relates to the principle that a student may not receive credit for the same piece of work more than once unless specifically required to resubmit work as a requirement of re-assessment.

It is not an offence for a student to draw upon the work or ideas of another person where this is appropriately acknowledged. Plagiarism can be avoided by the accurate use of academic apparatus including quotation marks, the provision of detailed references and a full bibliography. Quotations from the published or unpublished work of other persons must always be attributed, both at the appropriate point in the text, and in the bibliography at the end of the piece of work. Extensive quotations, close paraphrasing, copying from the work of another person, including another student, or using the ideas of another person, without proper acknowledgement, may constitute plagiarism.

Plagiarism in postgraduate or research material is a particularly serious offence. Penalties imposed may involve suspension or expulsion from the programme and from the University, in addition to deduction of marks.

**Examination Offences** include, but are not limited to:

- taking unauthorised material into the examination room;
- making use of unauthorised material in the examination room;
- communicating or attempting to communicate in any way with another student during the examination;

- failure to comply with an invigilator's instructions;
- being party to any arrangement whereby a person other than the student fraudulently represents, or intends to represent, the student at an examination.
- any other breach of examination regulations in which the student is seeking to gain an unfair advantage.

**Dishonest Practice** includes but is not limited to:

- offering a bribe or inducement to any staff (academic or administrative) involved in the assessment process;
- seeking to obtain access to confidential information e.g. examination questions, prior to the examination;
- falsifying transcripts, certificates or other official University documentation relating to assessment outcomes.

**Cheating during Examinations** involves the actual, intended, or attempted deception and/or dishonest action with regard to any academic work.

*The Pontifical University operates a zero-tolerance policy to cheating during examinations.*

This list is not exhaustive; any attempt on the part of one or more students to gain an unfair advantage may be construed as academic misconduct and dealt with under these regulations, irrespective of whether any benefit was gained by the student(s) concerned. Where an alleged offence, or near equivalent, is not represented the Registrar will normally make an informed decision.

### **Procedure for Reporting and Investigating Academic Misconduct**

1. Following the notification of a suspicion or allegation of academic misconduct, the module convenor (or nominee), in consultation with the relevant dean, will review the evidence provided and in the case of coursework normally within 15 working days of receipt of the allegation and in the case of an examination normally within 5 working days of receipt of the allegation will reach one of the following judgements:

that there is no case to answer, in which case the assessment will be marked as normal and without prejudice

that academic misconduct has occurred, in which case the module convenor, or nominee shall provide a written report, including all relevant evidence, to the Registrar

2. Upon receipt of a report of academic misconduct from a module convenor, the Registrar shall refer to the list of penalties published below and will determine, in liaison with the module convenor and relevant dean, the nature of the alleged offence and the consequent offence category.

### Verification Assessment

Where the module convenor suspects that a breach of academic integrity may have occurred, but has insufficient evidence to make a determination, they, in consultation with the dean, may seek to verify the authenticity of the work through an additional verification assessment. This may be a viva-voce examination, or an alternative assessment, as determined by the dean and module convenor. If the student is unwilling to cooperate with this verification assessment, the result for the module may be withheld. If a breach of academic integrity has been determined following the verification assessment, the module convenor, in consultation with the dean, will apply the relevant penalty as set out below and will in turn inform the Pontifical University office of the offence.

### Penalties

The University strives to ensure fairness and consistency in the application of penalties. The following list of penalties serves to ensure that all students are aware of the possible penalties that they may receive if they are found guilty of academic misconduct.

The penalties stated below are recommendations. Each body which imposes a penalty has the discretion to vary the penalty it can impose but must provide clear reasons as to why they have varied the penalty.

At all stages the following criteria will be considered in deciding the level of penalty to be imposed or other action to be taken:

- i. The extent of the plagiarism or other academic offence.
- ii. The degree of intent.
- iii. The level of study and previous educational background of the student.
- iv. Any previous history of having committed an academic offence.
- v. The extent of the student's knowledge and understanding of the concept of academic misconduct and of the correct procedures for referencing in the discipline; and
- vi. The impact of the penalty on the student's progress or award.

Upon judgement that academic misconduct has occurred, the following penalties may be applied (in order of severity):

- i. A written warning to the student;
- ii. Declare the relevant work submitted as null and void and permit the student to re-do the component (for that attempt) with no further penalty (i.e. the full mark obtained is allowed to stand);
- iii. Declare the relevant work submitted as null and void and permit the student to re-do the component (for that attempt) for a maximum of the pass mark;
- iv. Award a mark of zero for the component but not permit the student to re-do it for that attempt.

Repeat offences will result in the student being reported to the Committee of Discipline.

## **Policy for Responsible Computing**

In support of its mission of teaching, research and public service, Saint Patrick's Pontifical University provides access to computing and information resources for students and staff, within institutional priorities and financial capabilities.

### **Preamble**

The Policy for Responsible Computing at the Pontifical University contains the governing philosophy for regulating staff and student use of the Pontifical University's computing resources. It spells out the general principles regarding appropriate use of equipment, software and networks. By adopting this policy, the Academic Council recognises that all members of the Pontifical University are also bound by local, national and international laws relating to copyrights, security and other statutes regarding electronic media. The policy also recognises the responsibility of academic staff and system administrators to take a leadership role in implementing the policy and assuring that the Pontifical University community honours the policy.

### **Policy**

All Members of the Pontifical University community who use the University's computing and information resources must act responsibly.

All users and system administrators must guard against abuses that disrupt or threaten the viability of systems, including those at the University and those on networks to which the University's systems are connected.

Every user is responsible for the integrity of these resources. All users of University-owned or University-leased computing systems must respect the rights of other computing users, respect the integrity of the physical facilities and controls and respect all pertinent license and contractual agreements. It is the policy of

Saint Patrick's Pontifical University that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations and the highest standard of ethics.

Access to the University's computing facilities is a privilege granted to Pontifical University staff and students. The Pontifical University reserves the right to limit, restrict or extend computing privileges and access to its information resources.

Data owners - whether academic departments, administrative departments or students - may allow individuals other than Pontifical University staff and students access to information for which they are responsible, so long as such access does not violate any license or contractual agreement, Pontifical University policy, or any national or international law. The data owner must also take account of the need to know on the part of the applicant for access, the sensitivity of the information and the risk of damage to, or loss by the Pontifical University, should the information be misused. Pontifical University computing facilities and accounts are to be used for the Pontifical University-related activities for which they are assigned. This policy applies equally to all Pontifical University-owned or Pontifical University-leased computers.

#### **Data Protection Declaration:**

*Saint Patrick's Pontifical University* processes your personal information (including the e-mail address assigned to you by the Pontifical University) within the Pontifical University only for administrative purposes, both prior to and on your admission, at registration, for examinations, and on your graduation. Save in cases where the Pontifical University is by law required or permitted to disclose your details to others, third party disclosure only takes place to:

- Funding Bodies and agencies that support and sponsor your education
- Professional, Educational or similar institutions that you have approached
- Third party service providers
- Organise Conferring Ceremonies where your graduate status or other award is publicly acknowledged
- The Maynooth Alumni Association and Development Office to facilitate future contact between you, the Pontifical University and fellow alumni.

Access to information resources without proper authorisation from the data owner, unauthorised use of University computing facilities and intentional corruption or misuse of information resources are direct violations of the University's Code of Conduct for Users of Computing Facilities as outlined in the *Kalendarium* of Saint Patrick's Pontifical University. Such instances may also be considered civil or criminal offences.

## **Implementation**

Appropriate Pontifical University administrators should adopt guidelines for the implementation of this policy within each department and regularly revise these guidelines as circumstances warrant. The Computer Centre shall, from time to time, issue recommended guidelines to assist departments and units with this effort.

## **Enforcement**

Alleged violations of this policy may be dealt with by the Pontifical University in accordance with such disciplinary codes and/or procedures as are in place, from time to time, in respect of students and / or staff of the Pontifical University.

# **Code of Conduct for Users of Computing Facilities**

This code of conduct supports the Pontifical University Policy for Responsible Computing. It should be read in conjunction with the Notes on the Code of Conduct (below).

Staff, registered students, and registered visitors are authorised to use certain computing and networking facilities provided by Saint Patrick's Pontifical University, Maynooth in support of its mission of teaching, research and public service.

Usernames and passwords are required to gain access to specific services. Students are assigned Usernames and Passwords and e-mail addresses at registration which allow them access to a range of facilities. Staff are allocated e-mail accounts on request.

All users must comply with the code of conduct for users of computer facilities at Saint Patrick's Pontifical University, Maynooth or Maynooth University that is outlined below.

Under the Code of Conduct you are not permitted to:

- engage in activities which waste resources (people, networks, computers)
- engage in activities which are likely to cause a serious disruption or denial of service to other users
- use computer or network resources to access, distribute or publish material that is obscene, libelous, threatening or defamatory or in violation of any right of any third party
- use computer or network resources for any activities which contravene the laws of the state, or the destination country in the case of data being transmitted abroad

- use computer or network resources for commercial activities which are not part of your work in Saint Patrick’s Pontifical University, Maynooth
- infringe copyright or the proprietary rights of software
- share usernames or e-mail addresses, transfer them to other users, or divulge your passwords to other users. Assigned group Usernames and accounts are to be used only for the Pontifical University-related activities for which they are assigned
- access or interfere with data, displays or storage media belonging to another user, except with their permission
- undertake any actions that are likely to bring Saint Patrick’s Pontifical University, Maynooth into disrepute

## Notes on the Code of Conduct

1. While network traffic or information stored on Pontifical University equipment is not normally monitored, it may be necessary to monitor if there is reason to suspect that this Code of Conduct is being breached, or for purposes of backup or problem-solving. You must therefore be aware that such monitoring may occur.
2. Software and/or information provided by Saint Patrick’s Pontifical University may only be used as part of user’s duties as a member of staff of Saint Patrick’s Pontifical University or for educational purposes.
3. The user is responsible and accountable for all activities carried out under their username.
4. Passwords used must adhere to accepted good password practice.
5. Attempts to access or use any username which is not authorised to the user may be in breach of the *Criminal Damages Act (1991)*.
6. Existing norms of behaviour apply to computer-based information technology just as they apply to more traditional media. The ability to undertake a particular action does not imply that it is acceptable.
7. If you store personal data about others on a computer, you must comply with the provisions of the *Data Protection Act, 1988 to 2003* and the *Freedom of Information Act (1997)* and any applicable legislation from time to time.
8. The user may use approved Pontifical University links to other computing facilities which they are authorised to use. When using external facilities the user must also abide by their rules or code of conduct, insofar as such rules or codes of conduct are not incompatible with the Pontifical University Codes of Conduct.
9. All Computer usage is subject to compliance with the *Child Trafficking and Pornography Act 1998*. Users are hereby informed that Section 5 of the Act makes it an offence to knowingly produce, distribute, print or publish any child pornography. The term “distribution” in relation to child pornography is defined in the Act as including “parting with possession of it to, or exposing or offering it for acquisition by another person”. Persons guilty of producing, distributing, printing or publishing any child pornography are liable:

- on summary conviction, to a fine not exceeding €1,905 or to imprisonment for a term not exceeding 12 months, or both or;
- on conviction on indictment, to a fine or to imprisonment not exceeding 14 years or both.

The Gárda Síochána have powers of entry, search and seizure where they believe that an offence has been or is being committed under the Act. A person who obstructs a Gárda is guilty of an offence, and may be tried summarily and if convicted, be subject to a fine of not more than €1,905 or imprisonment for not longer than 12 months.

10. The attention of all network users is drawn to the fact that attempts at ‘hacking’ across networks may result in criminal prosecution in the State or elsewhere.

11. This code of Conduct is reviewed from time to time and any new regulations must be observed by all users.

12. Alleged violations of this code of conduct may result in the service being withdrawn and may be dealt with by the Pontifical University in accordance with such disciplinary codes and / or procedures as are in place, from time to time, in respect of students and / or staff of the Pontifical University.

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## **Policy on Dignity at Work / Studies**

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### **Policy**

Saint Patrick’s College Maynooth, including the National Seminary and the Pontifical University recognises the entitlement of all the members of the University community to work and study in an environment free from inappropriate behaviour. Any member of the Pontifical University community is prohibited from behaving in a manner that is inappropriate to any other member of the Pontifical University community.

### **Scope**

The Policy extends to the entire staff, students, visitors, contractors, sub-contractors and others associated with the Pontifical University (referred to in this Policy as “members of the Pontifical University community”).

Nothing herein shall constitute as “inappropriate behaviour” the legitimate exercise of responsibility by the President and / or the Seminary Council and / or the Trustees of the Pontifical University in the upholding of the Seminary Rule, this Policy and adherence to the Pontifical University Statutes.

## **Additional Requirements of the National Seminary**

All members of the community must comply with those requirements set out in the Policy. The conduct and behaviour required of seminarians in addition to this Policy is set out in the Seminary Rule.

### **Principles**

The objectives of this Policy are to:

- Define “inappropriate behaviour”;
- Promote awareness of the issue amongst members of the Pontifical University community;
- Provide an effective procedure for dealing with allegations of inappropriate behaviour;
- Explain the possible outcomes if inappropriate behaviour is established.

### **Definitions**

“Inappropriate behaviour” may be intentional or unintentional. However, it must be noted that where an allegation of inappropriate behaviour is made, the intention of the alleged bullying or harassment is irrelevant. It is the effect of the behaviour upon the individual which is important. “Inappropriate behaviour” includes but is not limited to, Sexual Harassment, Harassment, and Bullying which are defined as follows:

#### **A. Sexual Harassment**

The definition of sexual harassment includes:

*“any form of unwanted verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person”.*

#### **B. Harassment**

The definition of harassment is similar to that of sexual harassment but without the sexual element. Harassment is any act or conduct (including spoken words, gestures, or the production, display or circulation of written words, pictures or other material), if the action or conduct is any form of unwanted conduct related to any of the discriminatory grounds\* which has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating, or offensive environment for the person.

“Relevant characteristics” (as defined by the Employment Equality Acts, 1998 - 2015 and the Equal Status Acts 2000 and 2004) are: gender; civil status; family status; sexual orientation; religion; age; disability; race, or membership of the Traveller community.

### **C. Bullying**

Repeated inappropriate behaviour, direct and indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others which could reasonably be regarded as undermining the individual's right to dignity in their place of work or study.

An isolated incident of the behaviour described in this definition may be an affront to dignity in their place of work or study, of itself is grounds for disciplinary action but, as a once off incident, it is not considered to be bullying.

### **Effects of Harassment / Bullying**

Harassment and bullying have serious ramifications for both the victim and the Pontifical University. They can seriously affect the health and well-being of the individual. They can undermine the self-confidence of students or staff by communicating to them that they are not taken seriously or accorded the personal respect to which they are entitled. They also impact on the broader Pontifical University community and may have serious negative implications.

### **Protection against victimisation**

Where in good faith a member of the Pontifical University Community reports an incident of alleged inappropriate behaviour or assists in any way in an investigation into same, the Pontifical University will provide such member with all reasonable protection against victimisation.

Any member of the Pontifical University community who victimises another member who has reported an incident of alleged inappropriate behaviour or assisted in any way in an investigation into same may be subject to disciplinary action by the Pontifical University.

### **Malicious complaints**

Any member of the Pontifical University community, who maliciously makes a false complaint of inappropriate behaviour, may be subject to disciplinary action by the Pontifical University.

### **Complaints Procedure**

1. Persons who make complaints regarding inappropriate behaviour are encouraged to raise their concerns at the earliest opportunity.
2. A Designated Person is to be appointed by the Trustees to hear concerns of students in relation to the inappropriate behaviour of any member of the Pontifical University community towards another member of the Pontifical University Community. It is often preferable for all concerned that complaints under this policy

are dealt with and resolved informally between the parties whenever possible. This is likely to produce solutions which are speedy, effective and minimise embarrassment and the risk of breaching confidentiality, while also protecting the working relationship. The objective of the informal approach is to stop the bullying, harassment, or sexual harassment with the minimum conflict and stress for the individuals concerned. In many cases, the Employee whose behaviour is causing offence may be unaware that his or her actions are inappropriate, or it may be that his or her words or actions have been misinterpreted. In such cases, every attempt should be made to clear up any misunderstanding quickly on an informal basis.

3. The name, address and telephone number of the Designated Person shall be given to all students who are to be informed of the role of this person. A copy of the policy and procedure should be provided to the complainant.

4. Where the conduct complained of is violent or criminal in nature, the Gardai should be contacted without delay by the designated person. The complainant should be encouraged and supported to make a complaint to the Gardai.

5. The informal process provides options for resolving disputes including mediation, where appropriate.

6. Confidentiality will be maintained throughout any investigation to the extent that it is consistent with the requirements of a fair investigation. All individuals involved in the procedure referred to are expected to maintain the utmost confidentiality on the subject. However, appropriate persons will be obliged to disclose the details of any complaint to such persons and to such extent as is necessary to investigate the complaint.

7. Care shall be taken at all times to follow fair procedures and not to impugn unjustly the good name of any person.

### **Informal Procedure**

In many cases, the Employee/student whose behaviour is causing offence may be unaware that his or her actions are inappropriate, or it may be that his or her words or actions have been misinterpreted. In such cases, every attempt should be made to clear up any misunderstanding quickly, on an informal basis.

The informal process provides options for resolving disputes including mediation, where appropriate.

The informal procedure consists of a low key and non-confrontational approach by the recipient of the behaviour to the party causing offence to advise him/her of the impact of their behaviour and to ask them to cease behaving in this manner.

The approach should be made in private, and should be non-confrontational. Advice in relation to this procedure should be sought from the nominated contact person and the Designated Person shall seek to support the resolution of the complaint at the informal stage.

### **Formal Procedure**

It is acknowledged that it may not always be practical to use the informal procedure to resolve an issue. A member of the Pontifical University Community may not feel comfortable to approach the other party, or may feel that the issue is too serious to be addressed through the informal procedure. In such circumstances, or where the informal process has failed to resolve an issue, the formal procedure set out in this policy should be followed.

In order to make a formal complaint an initial approach may be made to a nominated contact person regarding the issue. Although the initial complaint may be provided verbally, it is a requirement that the complaint is lodged in writing to ensure that a fair process may be followed. Where assistance is required to put the complaint in writing, the member of the Pontifical University Community should consult the nominated contact person to arrange this.

The complaint should state:

- The name of the alleged perpetrator
- The nature of alleged bullying, harassment, or sexual harassment
- Dates/times and locations of where and when the alleged bullying/harassment/sexual harassment occurred
- Names of witnesses to any alleged incidents
- Details of any action already taken to stop the bullying/harassment/sexual harassment
- Consent to your identity and the facts of the allegation being disclosed to the alleged perpetrator. This is required in order to allow the Organisation to investigate and to take action in appropriate circumstances.

If the behaviour complained of does not concern bullying, harassment, or sexual harassment as defined, an alternative approach may be put in place and a rationale recorded. If there are no concrete examples given, it will be deemed that there is no complaint to be answered by the alleged perpetrator as they have no recourse to repudiating an accusation that does not give any specifics.

Where an alternative approach is not deemed appropriate, the alleged perpetrator(s) will be notified in writing that a complaint has been made against him/her and provided with a copy of this complaint. The person investigating the complaint will indicate a timeframe for the resolution of the complaint, however such timeframes

may be extended where necessary. The alleged perpetrator(s) shall be afforded a fair opportunity to respond to the allegation(s), normally five working days.

All members of the Pontifical University Community involved in an investigation must respect the need for confidentiality; a failure to do so may represent a serious disciplinary offence. Confidentiality is assured in so far as it is reasonably practicable. If one party to the complaint is an Employee he/she may be suspended with pay, without any negative inference, pending the outcome of an investigation, where deemed appropriate by Management. However, where this is not possible, the parties to the complaint will be expected to maintain a positive relationship.

The investigation will be conducted in accordance with the organisation's Anti-Bullying, Anti-Harassment & Sexual Harassment Policy and will be governed by terms of reference which will detail the likely time scale for its completion (an indicative timeframe will be outlined) and the scope of the investigation, indicating that the investigator(s) will consider whether the complaint falls within the definition of harassment or sexual harassment and whether the complaint has been upheld.

The investigation will be conducted by a Panel of members including an external consultant, or external assistance may be necessary to deal with complaints in some circumstances so as to ensure impartiality, objectivity and fairness. The investigation will be conducted thoroughly, objectively, and with sensitivity. The utmost confidentiality will be protected in so far as it is reasonably practicable. Due respect will be had for the rights of the complainant, the alleged perpetrator(s), and any witnesses involved in the process.

The investigator(s) will meet with the complainant in the first instance to learn more regarding the complaint and to put the alleged perpetrator's responses to the complainant. Next, the alleged perpetrator will be invited to a meeting to explore their responses to the complaint and to put any relevant evidence to them. Evidence will be provided in advance of the meetings to allow the Employee to prepare their response to that evidence.

As many interviews as are necessary will be conducted until the investigator(s) is/are satisfied that all evidence has been collected and all parties have had a fair opportunity to state their case. Witnesses may also be interviewed with a view to establishing the facts surrounding the allegation(s).

Statements from the complainant, the alleged perpetrator, and any witnesses will be recorded in writing.

All parties required to attend investigation meetings are entitled to be accompanied by a representative, whose role is to provide moral support, oversee the process, and

ensure that the parties are afforded a fair opportunity to respond and provide evidence at any investigation meetings.

Every effort will be made to carry out and complete the investigation as quickly as possible and preferably within an agreed timeframe. On completion of the investigation, the investigator(s) will submit a written report to a member of Management, containing the findings of the investigation. Both parties will be given the opportunity to comment on the findings before any action is decided upon by Management.

The complainant and the alleged perpetrator(s) will be informed in writing of the findings of the investigation, i.e. whether the complaint is upheld, not upheld, or whether the complaint is deemed to be malicious or vexatious.

### **Investigation Outcomes**

Where a complaint is upheld, both parties will be informed of this outcome, and the relevant level of Management will also be advised. Management will take appropriate action based on the outcome of the investigation. This may include formal disciplinary action in line with the organisation's disciplinary procedure, or training, or another appropriate intervention deemed necessary to prevent a recurrence of the behaviour.

The organisation will also consider providing further supervision, reassignment or re-organisation of work. Prior to any disciplinary action being taken, a fair disciplinary hearing will be held in line with the organisation's disciplinary procedure. It is important that members of the Pontifical University Community are aware that certain acts of bullying, harassment, or sexual harassment may be deemed as gross misconduct in the case of Employees or serious infringements in the case of students by the organisation and may result in summary dismissal or, in the case of a student, expulsion.

Where an investigation is inconclusive and the complaint is not upheld, there will be no negative inference against any party to the complaint. All parties to the complaint will be expected to continue studying/working as normal, and to conduct themselves in an appropriate manner at work.

Where it is found that the complaint was malicious or vexatious, then a disciplinary hearing will be held with the complainant to explore this further. In this situation a disciplinary sanction may be imposed on the complainant. Lodging a malicious or vexatious complaint is a serious disciplinary offence, and, depending on the seriousness of the issue, may be deemed gross misconduct by the organisation and may result in summary dismissal.

In all cases, whether the complaint is upheld or otherwise, the place of study and/or work will be monitored to ensure that the parties to the complaint conduct themselves in an appropriate manner and do not engage in any improper conduct. Appropriate support will be made available to both parties. The organisation will take such action as is required to eliminate the risk of that behaviour recurring or continuing and will keep records of interventions used for this purpose.

### **Appeal**

Either party may appeal the decision, outlining in writing to the President the reason for the appeal. Such appeals will be heard by the President/Chair of the Trustees and independent advice and support will be sought if required.

### **Victimisation**

No person engaging in the procedures outlined here will be subject to unfavourable treatment for their role in the process, whether they are making a complaint in good faith, supporting a complainant, giving evidence in the proceedings, or giving notice of intention to do any of the foregoing, except where they are found guilty of an offence under the policy.

### **Third Party Harassment/Sexual Harassment**

The procedures outlined in this policy should be employed to deal with harassment or sexual harassment by a third party. Sanctions which may be imposed on a third party may include exclusion from the premises, termination of a contract, or other measures to prevent the recurrence of the inappropriate behaviour.

### **Third Party Bullying**

The procedures outlined in this policy should be employed to deal with bullying by a third party. Sanctions which may be imposed on a third party may include exclusion from the premises, termination of a contract, or other measures to prevent the recurrence of the inappropriate behaviour.

### **Responsibilities**

Management will endeavour to ensure that this policy is communicated to all members of the Pontifical University Community and will ensure that the policy is maintained and updated in line with legislative changes and any amendments to the relevant Code of Practice. Where required, measures will be taken to ensure the accessibility of policies and procedures for all Employees and Students.

The Pontifical University has a particular responsibility to prevent bullying, harassment, or sexual harassment and is expected to lead by example, promote awareness of this policy, be vigilant for signs of harassment and/or bullying, tackle problems before they escalate, deal sensitively with Students and Staff involved in

a harassment/bullying complaint and monitor the situation in the workplace and Pontifical University environment so that bullying, harassment or sexual harassment does not occur or reoccur.

Employees and students alike are expected to conduct themselves so as to respect the rights of others to dignity in the Pontifical University Community, to comply with this policy and to raise issues of concern through the procedures outlined in the policy.

**Outcome**

1. Any member of the Pontifical University community who is found to have engaged in inappropriate behaviour may be subject to disciplinary action and/or other sanctions, which in the case of employees may include dismissal for serious offences. Penalties and procedures are in accordance with the normal disciplinary procedure and/or employee’s contract of employment and/or the students’ Code of Discipline.

2. Persons found to have engaged in inappropriate behaviour who are neither staff nor students of the Pontifical University may be excluded from the campus.

**\*Designated Person: ..... Telephone.....**

\* Current Designated Person’s name nominated contact person name and telephone number(s) are available from the Pontifical University Office: 01-708-3600.

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# The Library

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*Librarian:* Cathal McCauley, BA, MLIS, Dip FM, ALAI

The *John Paul II Library* was opened in 1984 and is the main College and University Library, named after the Pope who blessed the foundation stone during his visit to the College on 1<sup>st</sup> October 1979. A major €20 million extension was completed in 2013.

*The Russell Library* is a research Library containing the early printed books, manuscripts and archives, and a collection of about two-thousand bibles in over six-hundred languages.

The *John Paul II Library* contains approximately 1,500 reader places and more than 100 PCs and laptops are available in the Library. Print book stock current numbers in excess of 420,000 volumes, the library provides access to over 300,000 electronic books and over 40,000 journals primarily in electronic format. The Library is a beneficiary of the statutory deposit provisions of the Copyright and Related Rights Act, 2000.

Books are arranged according to the Dewey Decimal Classification and most are available for borrowing. The reference books for each subject area are shelved at the beginning of the sequence. Books in heavy demand for undergraduate courses are clearly identified and have a restricted loan period so they will be available for the use of as many readers as possible.

The Library provides a wide range of services to the staff and students of St Patrick's Pontifical University. To follow the latest news about the Library log onto our website at <https://www.maynoothuniversity.ie/library>, follow us on Twitter or Instagram or 'like' our Facebook page.

The Library provides a range of skills training throughout the academic year such as successful searching, referencing and assignment preparation skills. Online versions of these tutorials are available from the Library website along with a range of useful guides and information [https://nuim.libguides.com/guides\\_tutorials](https://nuim.libguides.com/guides_tutorials). Members of Library staff are available to help with general enquiries at the Information Desk.

*Library Search*, available from the Library homepage, provides access to a range of print and electronic resources held in the Library. Details of how to access this information off-campus is provided on the web site. Access to other academic libraries can be arranged and inter Library lending facilities are available for material not held in the Library.

# Library Rules and Regulations

## 1. Library Admission

- 1.1. All registered Maynooth University (MU) and St. Patrick's Pontifical University Maynooth (SPPU) staff and students are entitled to access Maynooth University Library. Other categories of membership are available and may incur a fee
- 1.2. All users must have a current approved access card to gain entry and exit to the Library
- 1.3. The Library foyer is open to all members of the public including children. Children are permitted past the turnstiles once a responsible adult signs a waiver and the child must be supervised at all times
- 1.4. With the exception of Guide Dogs, animals are not permitted in any part of the Library
- 1.5. Maynooth University Library reserves the right to refuse admission  
*Further information can be found at*  
<https://www.maynoothuniversity.ie/library/using-library/information-visitors>

## 2. Borrowing and Consultation of Library Information Resources

*As a user of Maynooth University Library, you are expected to:*

- 2.1. Use our digital and electronic resources such as, but not limited to, online databases, e-journals and e-books within their specified terms of use
- 2.2. Be responsible for the material that you borrow and ensure it is returned correctly by the due date and time. Fines will apply for the late return of high demand items, unreturned items and damaged material
- 2.3. Only remove items from the Library that have been borrowed correctly
- 2.4. Return all items correctly
- 2.5. Return items that are recalled within the time requested on the recall notice
- 2.6. Handle all rare and sensitive material according to the specified guidelines and as directed by Library staff
- 2.7. If you have a fine of more than €10 on your account, you will be unable to borrow

*Further information can be found at:*

<https://www.maynoothuniversity.ie/library/using-library/borrowing>

### **Conduct in the Library**

*As a user of Maynooth University Library, you are expected to:*

- 2.8. Respect your fellow users and Library staff at all times
- 2.9. Treat all Library materials and the Library building with respect
- 2.10. Ensure you have your approved access card with you at all times and produce it if requested by a member of Library or Security staff
- 2.11. Refrain from reserving study spaces in the Library
- 2.12. Use PCs in the Library according to the Public Access Computer Rooms (PACRs) Acceptable Use Policy and Code of Conduct  
<https://www.maynoothuniversity.ie/it-services/public-access-computer-rooms-pacr>
- 2.13. Take responsibility for all of your personal belongings, particularly electronic items, and not leave them unattended at any time as MU Library cannot be held responsible for their loss or damage
- 2.14. Only consume food on the Ground Floor of the Library and only bring bottled drinks and hot drinks in a covered, reusable cup past the Library turnstiles. All other drinks and food are not allowed in the Library past the turnstiles. Liquids are not permitted in the Russell Library or the Special Collections Reading Room
- 2.15. Keep noise to a minimum so as not to disturb other users
- 2.16. Keep your phone/mobile device on silent. Phone calls can be made and received outside the turnstiles on the Ground Floor and in designated phone zones only
- 2.17. Produce Library material in your possession to a member of Library staff if the book alarm sounds
- 2.18. Co-operate with Library and Security staff if the fire alarm sounds and vacate the premises as requested
- 2.19. Smoking and the use of e-cigarettes is prohibited in the Library Building and in the no-smoking zone outside the Library in the vicinity of the revolving door
- 2.20. The consumption of alcohol is not permitted in any part of the Library at any time unless at specific events approved in advance of said event by the University Librarian or his/her nominee.

### 3. Study Room Regulations

Group Study Rooms, the Postgraduate Reading Room, Training Rooms and the Silent Study Room are for the use of Registered MU and SPCM students and staff only, as outlined below:

#### Group Study Rooms:

- 3.1 Group Study Rooms are for group work purposes only and should not be used for teaching
- 3.2 Users must book Group Study Rooms via the Library website using their MU email address  
[http://nuim.libcal.com/booking/MU\\_GroupStudyRooms](http://nuim.libcal.com/booking/MU_GroupStudyRooms)
- 3.3 Group Study Rooms should be used by groups (maximum of 8, minimum of 3) only
- 3.4 Group Study Rooms cannot be reserved for individual use
- 3.5 Each Group Study Room reservation is for a maximum of two hours per day
- 3.6 All personal belongings should be removed and the room should be left tidy. Material should not be attached to the walls or windows
- 3.7 Any user in a Group Study Room without a reservation must leave if requested by a group who has a reservation

#### Postgraduate Study Room:

- 3.8 The Postgraduate Study Room is for the use of registered MU and SPCM postgraduate students (taught Masters level and above) and staff only
- 3.9 Access is granted at the Admission Desk on Ground Floor of the Library
- 3.10 The door to the Postgraduate Study Room should be kept shut at all times

#### Training Rooms:

- 3.11 Training rooms must be vacated when a training session is scheduled
- 3.12 Users are expected to check availability on the booking notice outside each door before entering

#### **4. Russell Library & Special Collections Reading Room**

4.1. Users of the Russell Library and the Special Collections Reading Room must adhere to their specific terms of use

<https://www.maynoothuniversity.ie/library/collections/russell-library>  
<https://www.maynoothuniversity.ie/library/collections/special-collections-and-archives>

*Material in the Russell Library and the Special Collections Reading Room...*

4.2. May be viewed during official opening hours and by appointment only

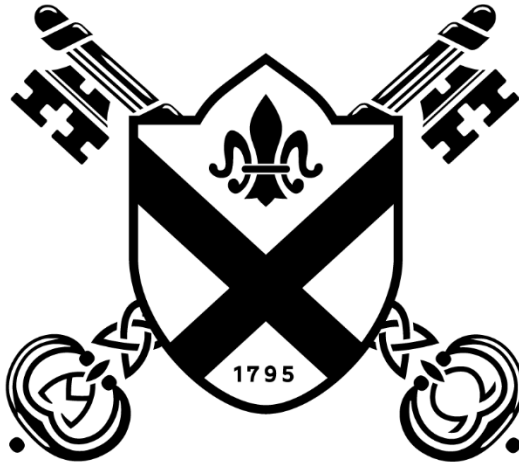
4.3. Is for reference only and may not be borrowed

4.4. May not be photocopied. Photographs may be made available at the Librarian's discretion

*Chapter II*

*The Pontifical University*

at Maynooth



St Patrick's

Pontifical University

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# Degree, Diploma and Certificate Courses in the *Pontifical University at Maynooth*

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The *Saint Patrick's Pontifical University*, Maynooth offers the following Degree and Diploma Courses. These courses are outlined in detail in later chapters.

## IN THE FACULTY OF THEOLOGY

### Postgraduate Courses

Doctorate in Divinity (DD/STD)

Doctorate in Theology (PhD)

Licentiate in Divinity (STL)

Research Master's in Theology (MTh)

Master's in Theology (MTh) two years full time

Master's in Theology (MTh) one year full time

Master's in Theology (MTh) two years part time

Higher Diploma in Theological Studies (HDS)

### Professional Masters' in Theology

Master's in Theology (MTh) Pastoral Theology

Master's in Theology Pastoral Theology MTh (Healthcare Chaplaincy)

Master's in Liturgical Music (MLM)

Master's in Theology MTh Pastoral Liturgy

### Undergraduate Courses

Baccalaureate in Divinity (BD/STB)

Bachelor's in Theology (BTh)

Bachelor's in Theology and Arts (BATH)

Diploma in Theology (Dip Th)

*(This is a progression award within undergraduate at 120 cr)*

Advanced Certificate in Theology (Ad Cert)

*(This is a progression award within undergraduate at 60 cr)*

### Professional Certificates in Catholic Religious Education and Theological Studies

Professional Certificate in Catholic Religious Education and Theological Studies (PCCRE)

Professional Postgraduate Certificate in Catholic Religious Education and Theological Studies (PPCCRE)

### **IN THE CENTRE FOR MISSION AND MINISTRY**

Higher Diploma in Pastoral Liturgy (HDPL)

Higher Diploma in Pastoral Theology (HDPS)

Higher Diploma in Pastoral Theology - Healthcare Chaplaincy (HDPT)

Higher Diploma in Youth Ministry and Spirituality (HDYMS)

Diploma in Pastoral Ministry (DPM)

Diploma in Diaconate Studies ((DDS)

Diploma in Pastoral Theology (Dip PT)

Diploma in Pastoral Liturgy (DPT)

Diploma in Youth Ministry & Spirituality (DYMS)

Diploma in Church Music (DCM)

### **IN THE FACULTY OF CANON LAW**

Licentiate in Canon Law (LCL)

Doctorate in Canon Law (DCL)

### **IN THE FACULTY OF PHILOSOPHY**

Doctorate in Philosophy (DPhil)

Licentiate in Philosophy (LPhil)

Master's in Philosophy (MPhil) Research

Master's in Philosophy (MPhil) two years taught

Master's in Philosophy (MPhil) one year taught

Baccalaureate in Philosophy (BPhil)

Higher Diploma in Philosophy (HDip Phil)

Higher Certificate in Philosophy(HCert Phil)

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# *Pontifical University Mission Statement*

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## **Vision and Mission**

The strategic plan (A Vision for Renewal & Transformation 2020–2030) endorsed by the Trustees of St Patrick’s Pontifical University, Maynooth in early March 2020 envisioned that:

By 2030, SPCM will be established as a leading Pontifical University and its campus recognised globally as a place of innovation and transformation, where ‘learning and living’ for the individual and community is in a sustainable, inclusive and unbounded environment.

The vision sets out a bold pathway for SPCM’s future, encompassing both the Pontifical University and the National Seminary of Ireland. It seeks to secure and expand the University’s academic offering at both undergraduate and postgraduate levels by developing leading-edge online-learning capacity and raising the University’s international profile with properly resourced research scholars.

The warrant for this vision is founded on the task articulated in our apostolic constitution *Veritatis Gaudium* (2018).

This vast and pressing task requires, on the cultural level of academic training and scientific study, a broad and generous effort at a radical paradigm shift, or rather – dare I say – at “a bold cultural revolution”. In this effort, the worldwide network of ecclesiastical universities and faculties is called to offer the decisive contribution of leaven, salt and light of the Gospel of Jesus Christ and the living Tradition of the Church, which is ever open to new situations and ideas. (*VG*, 3)

A Mission for SPCM naturally flows from this:

SPCM exists to explore faith, enrich minds, equip leaders and empower individuals and communities to bring about positive change in a rapidly changing world.

To a certain extent SPCM can do this by fulfilling the remit of every university, namely 'the advancement of knowledge through research, applied to the world through teaching'. However, the purpose of SPCM is even more profound and far-reaching.

### **Our Values and Higher Purpose**

Animated by the Gospel and the Catholic tradition, the Faculties of Theology and Philosophy value

- Achievement of the highest standards in teaching and learning, research, and vocational formation, marked by academic accountability, critical reflection, experience, and flexibility.
- Respect towards the uniqueness of each individual, responding to the diversity of backgrounds and need.
- Relationships which are mutually beneficial with students, alumni, professions, government, higher education institutions, NGOs, the Catholic Church, other Christian denominations and world religions, at local, national and international levels, and which contribute to the common good characterised by a special concern for people who are marginalised and for the natural environment.

Upholding our values and mission are

- Expertise as the largest theological and philosophical institute in the Catholic tradition in Ireland, offering a complete range of theological disciplines delivered by a highly-qualified staff, sustained by resources, publication, dialogue, innovation and mutual support.
- Rootedness in a rich Catholic intellectual tradition and community, and commitment to ethical and academic values.
- Collaboration characterised by attentiveness to students, engagement with the wider academic community, and constructive interaction with church, society and culture.

See *Strategic Plan: Desire to Flourish* (2015-2020).

The above may be summarised into our higher purpose, that is, our institutional self-understanding:

To serve society and the ecclesial community, and to promote the common good, by inspiring an inclusive community of learning to search for meaning in the Catholic tradition.

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# *Pontifical University* **Scholarships & Grants**

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For Further Information please contact [scholarships@spcm.ie](mailto:scholarships@spcm.ie)

*St Patrick's Pontifical University*, Maynooth awards scholarships, grants, and fee remission to current and incoming postgraduate candidates in order to promote and foster excellence in scholarship and research, but also to support postgraduates in their studies, to enhance their experience of postgraduate study and research, and to broaden their academic horizons. The range of scholarships and grants offered by the University may not necessarily be awarded every year.

Undergraduate scholarships, grants, and fee remission may also be awarded, and are provided to high-achieving entrants, as well as to certain students in order to support their access and full participation in Higher Education.

Preference is given to applicants who do not hold any other scholarship or educational award. Scholarships and grants are awarded initially for one year but may be considered for renewal from year to year during the holder's course of studies subject to renewed application. Prospective incoming candidates who have been accepted into a programme may be invited to apply for scholarships, grants or fee remission as appropriate.

*Scholarships* are awarded to successful candidates specifically in recognition of their academic excellence and potential.

*Grants* may be assigned to successful candidates on a financial needs-basis in all other cases.

*Fee Remission* is awarded as outlined below or in exceptional circumstances on the instruction of the President in consultation with the *Scholarships and Grants Board*.

The *Scholarships and Grants Board* reserves the right to determine any Scholarship, Grant or Fee Remission in whatever manner deemed suitable given a candidate's application. Such awards may include support for accommodation costs, fees, or otherwise.

## **General Norms governing all Scholarships, Grants and Funding**

All those in receipt of *scholarships* or *grants* must present at registration and pay *at least 50%* of the applicable fee. All grants go towards fees. Scholarships can be used as a deduction from the 2<sup>nd</sup> half of fees. In the case of a Scholarship candidate paying the entire fee at registration, the scholarship can then be paid out in two moieties (in November and February)

All those eligible for the listed fee remissions must present at registration and pay *at least 50%* of the respective postgraduate fee. The remission will be confirmed subsequent to registration and will be deducted from the second fee moiety. In the case of a person paying the entire fee at registration, the known remission or reduction can be taken into account with immediate effect.

### **Application Guidelines and Procedures**

An Invitation to Apply for funding will be sent via email to all qualifying continuing and incoming postgraduate students as follows:

*continuing students* by 30<sup>th</sup> June of academic year prior to their continuing year, and again in September/October

*incoming students* will be invited to apply in semester two of their incoming academic year.

In the case of automatic scholarship, grant, or fee remission awards, the Fees and Grants Office will be in email contact when all information has been processed.

The specific call for the *Eriugena and Coffey Scholarships* will be advertised widely and detailed information will be published on the University website as appropriate.

UNDERGRADUATE	Programme	Name	Type	Process	Value up to	Other
Theology and Arts	BATH,BTh	HEARDARE	Grant	Automatic from CAO	Varies	
Theology and Arts	BATH,BTh	Entrance Scholarship - 550 points	Scholarship	Automatic from LC Results	€1,000	Fees offset
Theology and Arts	BATH,BTh	Entrance Scholarship - 400 points	Scholarship	Automatic from LC Results	€500	Fees offset
Theology and Irish	BATH,BTh	O'Fitch Scholarship – NI Students	Fee Remission	Application	€1,500	Fees offset
Theology and Irish	BATH	Emma Minn <del>Murphy</del> Award	Grant	Invitation to Apply	€2,000	Increase if Non-SUSI grantholder
Divinity	BD	College Lay Divinity 'Alive in Hope'	Fee Remission	Invitation to Apply	€2,000	
POSTGRADUATE	Programme	Name	Type	Process	Value	Other
Theology - History	Masters	Thomas Gilmartin	Scholarship or Grant	Invitation to Apply	€3,000	
Theology - Pastoral	Masters/HDip	Martin McAlinden Award	Fee Remission	Invitation to Apply	€2,000	
Theology or Philosophy	1 year Masters	Remission - 1st class in BATH,BTh	Fee Remission	From Results	TBC	25% Fee reduction
Theology or Philosophy	2 year Masters	Remission - 1st class in BATH,BTh	Fee Remission	From Results	TBC	50% Fee reduction in Year 1
Theology or Philosophy	2 year Masters	Remission - 2.1 in BATH,BTh	Fee Remission	From Results	TBC	25% Fee reduction in Year 1
Theology or Philosophy	PhD/Masters	Michael Devlin Scholarship	Scholarship or Grant	Invitation to Apply	€3,300	
Theology and Philosophy	PhD/Masters	Matthew O'Donnell Scholarship	Scholarship or Grant	Invitation to Apply	€5,800	€2,600 Philosophy €3,200 Theology
Theology or Philosophy	PhD/Masters	Maynooth Union	Scholarship or Grant	Invitation to Apply	€3,000	
Theology or Philosophy	PhD/Masters	President's/ St. Patrick's Day Fund	Grant	Invitation to Apply	Varies	
Theology	PhD	Daniel & Mary <del>Murphy</del>	Scholarship or Grant	Invitation to Apply	€5,000	
Theology or Philosophy	PhD	Michael Olden	Scholarship or Grant	Invitation to Apply	€1,000	
Theology	PhD	College 'Alive in Hope'	Scholarship or Grant	Invitation to Apply	€2,000	
Theology	PhD	College 'Alive in Hope'	Scholarship or Grant	Invitation to Apply	€2,000	
Theology	PhD	College 'Alive in Hope'	Scholarship or Grant	Invitation to Apply	€2,000	
Theology	PhD	Scotus Erigena Research Scholarship	Scholarship only	Specific Open Call	Varies	Fees, Room and meal plan
Philosophy	PhD	Peter Coffey Research Scholarship	Scholarship only	Specific Open Call	Varies	Fees, Room and meal plan

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# *Erasmus+* EU Programme

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*Programme Co-ordinator:* Rev. Dr John-Paul Sheridan  
[johnpaul.sheridan@spcm.ie](mailto:johnpaul.sheridan@spcm.ie)

*Erasmus+* is an exchange programme established by the European Union to support education, training, youth, and sport in Europe. For nearly 30 years, the EU has funded the Erasmus programme, which has enabled over three million European students to spend part of their studies at another higher education institution or with an organisation in Europe. Studying abroad has been shown to have a positive effect on later job prospects. It is also a chance to improve language skills, gain self-confidence and independence and immerse yourself in a new culture. *Erasmus* students from St. Patrick's Pontifical University usually spend one full academic year at a European university as part of their degree programme. In the *Erasmus* inter-university exchange programme, Saint Patrick's Pontifical University, Maynooth has inter-institutional agreements with Faculties of Theology and Philosophy in the following countries.

<b>Countries</b>	<b>Universities</b>
Belgium:	Katholieke Universiteit Leuven
Croatia:	Catholic University of Croatia Faculty of Catholic Theology - University of Split University of Zagreb – UniZG
Czech Republic:	Charles University, Prague University of South Bohemia České Budějovice University of Palacky, Olomouc
Finland:	University of Helsinki
France:	Institut Catholique de Paris Institut Albert le Grand (Ircom) Institut Catholique de Toulouse
Germany:	University of Augsburg Technische Universität, Dortmund

Sankt Georgen, Frankfurt am Main  
 University of Freiburg im Breisgau  
 Fulda University  
 Katholische Hochschule Mainz  
 Katholische Hochschule Nordrhein-Westfalen  
 Ludwig-Maximilians-Universität München  
 Hochschule für Philosophie, München (Munich School of Philosophy) Institut  
 für Katholische Theologie - University of Paderborn  
 University of Passau  
 University of Regensburg  
 Catholic Faculty of Theology - University of Trier  
 University of Tübingen  
 Westfälische Wilhelms-University of Münster  
 Hungary: Episcopal Theological College of Pécs  
 Malta: University of Malta  
 Netherlands: Tilburg University, Utrecht  
 Radboud University, Nijmegen (formerly the Catholic University of Nijm MF  
 Norway: Norwegian School of Theology, Oslo  
 Poland: Akademia Ignatianum w Krakowie  
 Pontifical University of John Paul II, Cracow  
 Pontifical University of Theology, Wroclaw  
 Portugal: Universidade Católica Portuguesa  
 Slovakia: Faculty of Roman Catholic Theology of Cyril and Methodius, Comenius U  
 Bratislava  
 Slovenia: Catholic University of Ružomberok  
 University of Ljubljana  
 Spain: CEU San Pablo University Madrid (Faculty Agreement)  
 Universidad Pontificia de Salamanca, Catholic University of Valencia

Saint Vincent Martyr Faculty of Theology

Sweden: Newman Institute in Uppsala, Sweden

Switzerland University of Fribourg

## **OUTGOING ERASMUS STUDENTS**

### **Costs**

No fees have to be paid to the host university. Students are entitled to an Erasmus contribution towards the cost of their mobility.

### **Language Requirements**

While abroad, an *Erasmus* student follows courses in the language of the host country, with the exception of University of Leuven (Belgium), University of Malta, University of Ljubljana (Slovenia), University of Palacky (Czech Republic), University of Helsinki (Finland), and Newman Institute, Uppsala (Sweden), all of whom offer an English-language theology programme to foreign students. The University of Tilburg, (Netherlands) and the University of South Bohemia (Czech Republic) both offer some theology lectures in English. Some universities offer free language courses to *Erasmus* students.

### **Credit for work done while abroad.**

ECTS was proposed by the European Commission as a way of creating common academic procedures for the different European countries. The aim of the system is to guarantee the recognition of studies carried out abroad. It is a “common academic coinage” for measuring and comparing students' performances and transferring examination results from one institution to another. Students are assessed in their host universities for courses followed and such assessments are recognised by the home university. One year's (or two semesters') work is regarded as being equivalent to 60 credits. The number of credits attaching to any course will reflect the number of hours (in lectures, seminars, tutorials, etc.) demanded by that course. Thus, a course to which 10 credits are attached is assumed to represent one sixth of the student's full year's workload. It should be noted that ECTS does not refer to the assessment for courses. BATH *Erasmus* students must take 60 credits in total, at least 30 of which must be in Theology. *Erasmus* students must pass these 60 credits to be eligible for the BATH International award. BATH *Erasmus* students complete four years of study in total.

### **Who may apply?**

Full-time registered students on the BTh/BD/BATH programmes and postgraduate programmes are eligible to apply. However, the ‘International’ title is only given for the BATH degree. It should also be noted that BATH student who are studying

a language in their degree may be required to take part in the *Erasmus* programme to complete their degree requirements.

### **Application**

Students must complete an “Expression of Interest” application form that can be downloaded from our website: <https://sppu.ie/international/erasmus/outgoing-erasmus-students> and students should also contact the Erasmus Coordinator.

**Deadline for receipt of completed application forms: 1<sup>st</sup> March.**

### **INCOMING ERASMUS STUDENTS**

Incoming Erasmus students must be nominated by their home university to study in St Patrick’s Pontifical University, Maynooth. Once this nomination has been received, the student will be invited to fill out the online application. All details and relevant information for incoming students can be found on the Erasmus+ Incoming Student page of the university’s website. <https://sppu.ie/international/erasmus/incoming-erasmus-students>

### **Modules:**

Incoming Erasmus students can choose modules from the following undergraduate programmes: BTh; BATH; BD. See Kalendarium – Chapter III. Students may choose some postgraduate modules, subject to availability and/or agreement with relevant lecturer. See Kalendarium – Chapter IV.

### **Closing date for nominations:**

Semester I: 15<sup>th</sup> May  
Semester II: 2<sup>nd</sup> December

### **Closing date for applications:**

Semester I: 30<sup>th</sup> May  
Semester II: 15<sup>th</sup> December

Admissions Office  
Saint Patrick’s Pontifical University  
Maynooth  
County Kildare  
IRELAND

E-mail: [admissions@spcm.ie](mailto:admissions@spcm.ie)  
Web: [www.sppu.ie](http://www.sppu.ie)  
Telephone: Ireland:  
+353 1 7083600

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## **Student Representation on the Faculty Councils**

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1. Two students shall be elected each year and shall be invited to attend meetings of the Council of the Faculty.
2. One student shall be elected from among the undergraduate students and one from among the postgraduate students.
3. The Dean shall arrange for an election from each group. Nominations shall be requested and an election shall take place before the first ordinary meeting of the Faculty in October.
4. The student(s) elected shall act as representatives until the end of the academic year.
5. Their term shall be for one year and they shall not be available for re-election.
6. They shall be notified regarding all meetings that they are invited to attend; they shall receive copies of agenda, minutes and relevant documentation; they shall be entitled to propose items for inclusion on the agenda.
7. When matters under discussion affect the reputation of a student, the Council of the Faculty may decide to discuss them in the absence of the student representatives.
8. Student representatives shall not be entitled to sit on committees of the Council of the Faculty; they may however be co-opted by the Council of the Faculty.
9. They shall not be present for discussion of, or to vote on appointments or promotions. They shall not attend examination board meetings or portions of meetings devoted to examinations.
10. In areas not covered in these norms, the Chairman of the Council of the Faculty shall have full discretion.

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# Assessments: Grades and Distinctions

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## Undergraduate

Unless otherwise required by assessment types that attain the particular learning outcomes of a module, all examinations, tests and essays are graded according to the following scale.

### **70%+: Summa cum Laude / First Class Honours / A**

**Excellent:** A comprehensive, highly structured, focused, concise, relevant, creative and effective use of material, demonstrating:

- An extensive and detailed knowledge of the material being assessed;
- An exceptional ability to organise, analyse and present the material;
- Evidence of extensive but relevant reading supported by reference / quotations.
- Demonstrating critical understanding, creativity and insight;
- A fluent, lucid, stimulating and original presentation with minimal spelling or grammatical errors.

### **60-69%: Magna cum Laude / Second Class Honours, Grade I / B**

**Very Good:** A thorough and well-organised response to a question, demonstrating:

- A broad knowledge and understanding of the material with some original insight;
- A consistent ability to analyse, apply and organise the material to answer the question logically and convincingly;
- Evidence of substantial background reading;
- A clear presentation of contrasting arguments and viewpoints;
- Clear and fluent expression with few presentation errors.

### **50-59%: Cum Laude / Second Class Honours, Grade II / C**

**Good:** A reasonable, adequate and competent answer to a question, demonstrating:

- An adequate and reasonable familiarity with, if not complete knowledge of, the relevant material;
- Clear presentation of statements, ideas and arguments with omission of some important elements of an answer or the appearance of a number of minor mistakes;
- A coherent presentation of the material with weaknesses in clarity and structure;
- Evidence of some background reading but not well supported by citation or quotation;

- Presentation and expression of sufficient quality to convey meaning with some lack in fluency and presentation errors (spelling and grammar).

**45-49%: Third Class Honours / D**

**Satisfactory:** A modest but acceptable response to the question, demonstrating:

- A basic grasp of the material but somewhat lacking in focus and structure;
- Main points covered but poor in detail with several minor errors or isolated but significant mistakes in fact or comprehension;
- Answer displaying only a basic capacity of understanding with limited or basic development of argument and independent thought;
- Little or no evidence of background reading;
- Satisfactory presentation with an acceptable level of presentation errors.

**40-44%: Pass / E**

**Acceptable:** A very basic and limited understanding of the material, demonstrating:

- Shows a basic grasp of the subject matter, poorly focused and structured contain irrelevant material;
- Demonstrated a minimum appreciation of the facts and basic concepts presented with some incoherence;
- Containing serious and several substantial errors;
- No evidence of background reading;
- Poor expression with the minimum acceptable standard of spelling and grammatical presentation.

**35-39%: Fail / F**

**Marginal:** An answer that does not meet the minimum acceptable standards or requirements of question asked, demonstrating:

- Little understanding even of class material;
- Answer displays major deficiencies in structure, relevance or focus;
- Replete with serious mistakes in fact or theory;
- Incomplete, incoherent and confused answer;
- Serious problems with presentation, spelling and grammar.

**30-34%: Fail / G**

**Unacceptable:** Demonstrating:

- Gross errors and major inaccuracies;
- Incomplete;
- Unacceptable standards of presentation, spelling and grammar.
- Copying / Plagiarism.

## **Below 30%: Fail / No Grade**

**Unacceptable:** Demonstrating:

- Entirely irrelevant material to the question posed;
- No knowledge displayed relevant to the question posed.
- Extensive plagiarism / copying.
- Illogical.
- A few lines.

## **Postgraduate**

The *Postgraduate Marking Criteria* of the Pontifical University, set out below, are to be read in conjunction with discipline-specific criteria as appropriate and need to be viewed as a starting point. The *Postgraduate Marking Criteria* provide guidance on the overall standards expected at different grade bands, but *discipline-specific criteria* (e.g., in *homiletics*, *prayer leadership*, etc.) may be needed in order to ensure that marking decisions are consistent, fair and transparent to both faculty and students.

**A (Summa cum laude • 1H) 70+** § *An exceptional paper that reflects both outstanding knowledge of material and critical ability*

- A++ (80+) Extremely insightful work displaying the highest level of in-depth knowledge. For research dissertation (or a project): publishable quality of international stature, groundbreaking research, exhibiting an exceptional level of originality and/or independent thought, ability to make informed judgments of international significance. Highest standards of presentation.
- A+ (76–80) Insightful work displaying in-depth knowledge. For research dissertation (or a project): *publishable* quality, outstanding research potential, originality and/or independent thought, ability to make informed judgments. Highest standards of *presentation*.
- A (70–75) Insightful work displaying in-depth knowledge. For research dissertation (or a project): work of publishable quality, excellent research potential, originality and/or independent thought, *ability* to make informed judgments. High standards of presentation.

**B (Magna cum laude • 2H1) 60–69** § *A coherent paper that demonstrates critical evaluation*

Work at 2H1 level demonstrates an in-depth analysis and understanding of key issues with evidence of some originality. Relevant sources are used effectively to support argument/discussion. Clear evidence of *critical approach* to key issues and *some* ability to evaluate arguments; coherent work, logically presented.

- B+ (65–69) Thoughtful work displaying good knowledge and accuracy. For dissertation/project: some evidence of research potential, clear thinking and/or ability to make informed judgments. Good standards of presentation.
- B (60–64) Work displays good knowledge and accuracy. For dissertation/project: *some* evidence of clear thinking and/or ability to make informed judgments. Good standards of presentation.

**C (Cum laude • 2H2) 50–59** § *A coherent and logical paper which shows understanding of the basic principles*

Understanding of *some* key issues with evidence of ability to reflect critically; *some* key issues addressed. Relevant sources used to support argument/discussion. *Some* evidence of critical approach to key issues and ability to evaluate arguments. Competent work in places but lacks fluency *and* coherence.

**Dissertations which merit “cum laude” indicate that a candidate is not yet ready to progress to the next academic level.**

- C+ (55–59) Work displays knowledge and understanding in *most* areas, but the standard of work is *variable*. For dissertation/project: evidence of clear thinking in places but lacks insight. Satisfactory standards of presentation.
- C (50–54) Work displays knowledge and understanding in *some* areas, but *some key issues are not addressed*. For dissertation/project: some evidence of clear thinking but lacks insight and fluency. Satisfactory standards of presentation.

**D+E (Pass) 40–49** § *A superficial answer with limited knowledge of core material and limited critical ability*

- D (45–49) Superficial *understanding* of some key issues, but lacking in focus and structure. Limited evidence of a critical approach to key issues, which are not always understood or addressed; gaps in the use of relevant

sources used to support work; lack of ability to evaluate arguments. Satisfactory standards of presentation.

- E (40–44) Work displays only a basic knowledge and understanding in some areas, while the standard of work is variable. Little evidence of a critical approach to key issues. Limited evidence of use of sources beyond those from supplied bibliography; use of some source sources of questionable value or relevance, but without evidence unacknowledged sources. Acceptable standards of presentation.

**F (Fail) 20–39** § An answer almost entirely lacking in evidence of knowledge and understanding

Key issues misunderstood or not addressed. Structure confused or incoherent. Limited or no use of relevant sources to support work. No evidence of a critical approach to key issues or ability to evaluate arguments.

- F+ (30–39) Incomplete answers with only peripheral knowledge relevant to the questions. Work displays poor, disorganized presentation.
- F- (20–29) Work makes some attempt to write something relevant, but with many flaws; nothing of substance.

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## *Pontifical University*

# Marks and Standards

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The benchmark for quality assurance in Europe, *The Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), requires students to ‘be assessed using published criteria, regulations and procedures which are applied consistently’ (Standard 1.3). The following describes the Marks and Standards for programmes of the Pontifical University, St Patrick’s Pontifical University, Maynooth. The Pontifical University uses the European Credit Transfer System (ECTS). These Marks and Standards should be read in conjunction with the Programme Specification, Module Information, other requirements outlined in the Kalendarium and, where applicable, the Marks and Standards of Maynooth University.

### Definitions

#### Module

A module is a unit of study. The typical workload required to complete a module is indicated by the credit value of the module. While students may vary in pace of

work, the general calculation is that one credit represents 25 hours of student work. A normal academic year of full-time study over two semesters is 60 credits. Programmes which involve full time study for the full year (12 months) are normally 90 credits.

### **Programme**

A programme is a course of study leading to an award of the University. The programme description outlined in the Kalendarium will include the subjects to be studied in each period of study or year, the modules which comprise the programme and the number of credits required in each subject and period of study.

### **Subject**

A subject is a subset of a programme of study, normally focussed on a specific discipline. Some programmes are single subject programmes. A subject may have defined requirements which must be met in order to progress in that subject, or graduate with an award in that subject.

### **Period of Study**

A programme of study, and a subject, may be divided into periods of study, which are normally academic years. Students are normally required to reach a certain standard in each period of study before progressing to the next.

### **Terminology**

	<b>Possible Outcomes</b>
Module	Passed Passed by compensation Incomplete / Not passed
Programme	Completed Incomplete
Period of Study	Progress Passed by compensation Passed with deficit Not Progress
Subject (in a period of study)	Passed Passed by compensation Incomplete / Not passed

## **Registration**

Students must register for their overall programme of study or qualification and all modules that they are taking during the year at the registration period at the beginning of each academic year. Restrictions may apply for enrolment in

optional/elective modules that have restricted entry.

Where allowed by the programme specification students may change their module choices, where choices are available, in the first three weeks of Semester 1, or the first two weeks of semester 2. Changes after these dates are only possible with the agreement of the Registrar, Programme Coordinator, and the relevant Module deliverer.

Students must register for the required number of credits per semester and no more than an additional 5 credits in any one semester. Permission to register for more than 5 additional credits in any one semester must be sought from the Registrar and the Programme Coordinator

Full-time students may withdraw from a Module up to 6 weeks after the start of the first semester and register for a replacement module in the second semester (with the permission of the Registrar and Programme Coordinator) provided that their credits remain at least 25 and that there are extra appropriate credits available in the second semester. After this date withdrawal is not allowed.

### **Rules pertaining to BATH Programme**

Students must register for their overall programme of study or qualification, each subject therein and all modules that they are taking during the year at the registration period at the beginning of each academic year. Restrictions may apply for enrolment in optional/elective modules that have restricted entry.

Where allowed by the programme specification

- For the BATH programme first-year undergraduate students may change subjects and modules up to the end of the fourth week of the first semester and all other students may change their module choices, where choices are available, in the first three weeks of Semester 1, or the first two weeks of semester 2.

Changes after these dates are only possible with the agreement of the Registrar, Subject Coordinator (Arts) or Programme Coordinator (Theology), and the relevant Module deliverer.

Full-time undergraduate students must register for 60 credits per year and no more than 35 in any one semester.

Full-time students may withdraw from a Module up to 6 weeks after the start of the first semester and register for a replacement module in the second semester (with the permission of the Registrar and Programme Coordinator) provided that their credits remain at least 25 and that there are extra appropriate credits available in the second semester. After this date withdrawal is not allowed

### ***Status of modules within a subject or programme***

**Compulsory or optional:** Within a subject or programme a module may be either compulsory or optional. A compulsory module is one which must be taken by all students taking the subject or programme of study, because the content of the module is considered essential. A student may not complete the programme of study and receive the award in that programme without passing all the compulsory modules.

**Required for progression:** Within a subject, a module may also be required for progression. A required module is a module which must be passed without compensation (i.e. a mark of 40% achieved) in order to progress in that subject.

**Pre-requisite:** A module may have defined pre-requisites, that is a module or modules which must have been passed in a previous period of study in order to register for the module.

**Co-requisite:** A module may have defined co-requisites, which are modules which a student must take, or have taken, in order to register for the module.

**Disallowed combination:** Where modules have very similar learning outcomes they may be classified as disallowed combinations. In this case a student cannot be awarded credit for more than one module of the disallowed combination.

### ***Discretion of the Examination Board***

The Examination Board of the relevant Faculty has the right to adjust the marks of any student, taking into account the advice of the relevant module deliverer, the advice of the relevant external examiners and the overall performance of the student. This is particularly relevant in borderline cases.

In addition, in consultation with the external examiner, adjustments may be authorised to marks of a student, based on medical or other personal circumstances that in their professional opinion have resulted in the examination marks not being a fair result for the student.

### **Prizes and Awards**

It is not intended that the provision for supplemental examinations should create a pressure to re-sit unnecessarily. Therefore, prizes and awards are typically based on performance excluding results from resits/supplemental examinations.

## Progression within the BATh programme

### General Principles:

- A student who passes the modules taken in a period of study is allowed to progress to the next period of study.
- Where a student does not meet this standard but is sufficiently close to allow compensation or progression with a deficit, may progress in subjects in which the progression standards have been met.
- Where the overall result is not within the compensation/deficit range, a student may not progress to the next period of study, regardless of the performance in individual subjects.

In an undergraduate programme of more than a year in duration, a student is normally expected to reach a required standard in one period of study before progressing to the next.

- The annual mark is calculated as the credit weighted average of module marks taken in the period of study, excluding modules assessed on an ungraded basis, using only modules in which credits are earned (i.e. passed modules) and eliminating duplicate results for modules which were repeated (using the rules defined in the section on repetition).

The possible outcomes for a period of study are:

Progress	A student who passes all modules in a period of study will be allowed to progress to the next period of study.
Restricted	<p>A student who does not meet the required progression standard, but is within the compensation parameters may be rated as “Restricted” and allowed to progress if the subjects to be continued have been passed, and any other subject-specific progression requirements have been met. Where the subjects have not been passed, or the requirements have not been met, the student will not be allowed to progress. Note that in single subject programmes, a student must meet both the general progression requirements and the subject requirements in order to progress.</p> <p>A “Restricted: compensation” rating will be given where:</p> <ul style="list-style-type: none"><li>• The overall weighted average mark across all modules is 40% or above;</li><li>• No module has a mark below 35%;</li></ul>

	<ul style="list-style-type: none"> <li>At least half of the credits taken in the period have been passed(i.e.40%or above).</li> </ul> <p>A “Restricted: deficit” rating will be given where:</p> <ul style="list-style-type: none"> <li>The modules with marks below 35% amount to no more than 10 credits;</li> <li>The weighted average mark in the remaining modules, excluding the deficit modules, is over40%;</li> <li>At least half of the credits taken in the period have marks of40%or above.</li> </ul>
Not progress	A student who does not meet any of the above criteria is not allowed to progress.

### **Subject progression/passing on the BATH Programme**

The subject mark is calculated as the credit weighted average of the most recent marks in the modules taken by the student that constitute the programme of study for that subject in the year in question, excluding ungraded modules.

The possible outcomes for a subject in a period of study are:

Passed	A student who passes all modules in a period of study will be allowed to <u>pass the subject and progress to the next period of study.</u>
Passed by Compensation	A student may pass by compensation in a subject where: <ul style="list-style-type: none"> <li>The overall weighted average mark across all modules taken i the subject is 40% or above;</li> <li>No module has a mark below 35%;</li> <li>At least half of the credits taken in the subject have marks of 40% or above;</li> <li>The student has passed all required modules without compensation.</li> </ul>
Incomplete / Not passed	A student who does not meet any of the criteria is not allowed to progress in the subject. In exceptional circumstances an Examination Board may, after a review, recommend allowing a student to progress in the subject with an allowable deficit. The allowable deficit is as defined in the section on progression in the period of study.

In exceptional circumstances an Examinations Board may approve progression in a subject carrying a deficit of up to 10 credits in that subject. Where this is

done, the student must make up the deficit before becoming eligible for the award.

### **Progression Carrying a Credit Deficit on the BATH Programme**

Progression carrying a deficit is allowed only where this does not conflict with the subject progression requirements. Where a student progresses carrying a deficit, the student will need to take additional modules to make up the deficit before becoming eligible for the award. This can be done by taking additional modules allowable in the programme of study or by repeating the incomplete modules (subject to timetable constraints). For calculation of the award grade, modules taken to make up a deficit are counted as being part of the year of study during which they were passed. A student may normally progress to study abroad or a placement carrying a deficit of up to 10 credits.

A student who reaches the end of the normal duration of the programme with a deficit will not be eligible for the award of the degree but may re-register for an additional period to make up the deficit.

### **Completing The BATH Programme**

In order to complete a programme and be eligible for the award a student must:

1. Complete and pass modules to the required credit value (180) for the programme.
2. Complete and pass the minimum number of credits in each subject taken to degree level.
3. Complete and pass the modules specified in the programme specification, including the prescribed modules in each subject, and all compulsory modules.

### **Composition of the award mark**

Composition of the award mark: Undergraduate Degree Programmes

For each programme, the final award mark is calculated by combining the individual module marks obtained in all modules taken after first year, excluding ungraded modules, using only modules in which credits are earned (i.e. passed modules) and eliminating duplicate results for modules which were repeated (using the rules defined in the section on repetition).

The award mark is the annual mark for each year after first year, weighted towards the final year. The normal weighting for undergraduate programmes is that the final year contributes 70% to the final mark, and the other years after first year contribute the other 30%, as shown below. Where students take a period of study abroad, or are on a placement, this is normally assessed on an

ungraded basis (unless explicitly stated) and excluded from the calculation of the award mark.

### Weighting of the award mark

Three-year degree		Three-year degree with study abroad	
Second year	30%	Second year	30%
Final year	70%	Study Abroad	Excluded
		Final year	70%

## Rules pertaining to all Programmes

(With the exception of BATH Regulations above)

### Progression within a Programme

#### General Principles:

- A student who passes the modules taken in a period of study is allowed to progress to the next period of study.
- Where a student does not meet this standard but is sufficiently close to allow compensation or progression with a deficit, may progress in which the progression standards have been met.
- Where the overall result is not within the compensation/deficit range, a student may not progress to the next period of study, regardless of the performance in individual modules.

In an undergraduate programme of more than one year in duration, a student is normally expected to reach a required standard in one period of study before progressing to the next.

- The annual mark is calculated as the credit weighted average of module marks taken in the period of study, excluding modules assessed on an ungraded basis, using only modules in which credits are earned (i.e. passed modules) and eliminating duplicate results for modules which were repeated (using the rules defined in the section on repetition).

The possible outcomes for a period of study in a taught programme are:

Progress	A student who passes all modules in a period of study will be allowed to progress to the next period of study.
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Restricted	<p>A student who does not meet the required progression standard, but is within the compensation parameters may be rated as “Restricted” and allowed to progress</p> <p>A “Restricted: compensation” rating will be given where:  The overall weighted average mark across all modules taken in the subject is 40% or above;  No module has a mark below 35%;  At least half of the credits taken in the period have been passed (i.e. 40% or above). A “Restricted: deficit” rating will be given where:  The modules with marks below 35% amount to no more than 10 credits;  The weighted average mark in the remaining modules, excluding the deficit modules, is over 40%;  At least half of the credits taken in the period have marks of 40% or above.</p>
Not progress	A student who does not meet any of the above criteria is not allowed to progress.

**The possible outcomes for a period of study in a postgraduate programme are:**

<i>Progress</i>	<i>The student may progress to the next year of study or receive a final award.</i>
<i>Progress with conditions</i>	<i>The student may progress to the next year of study, subject to conditions.</i>
<i>Not progress</i>	<i>The student cannot progress to a further year of study.</i>
<i>Transfer to an alternative Programme</i>	<i>The student can transfer to an alternative programme.</i>

### ***Progression Carrying a Credit Deficit***

Progression carrying a deficit is allowed only where this does not conflict with the programme progression requirements.

Where a student progresses carrying a deficit, the student will need to take additional modules to make up the deficit before becoming eligible for the award. This can be done by taking additional modules allowable in the programme of study or by repeating the incomplete modules (subject to timetable constraints). For calculation of the award grade, modules taken to make up a deficit are counted as being part of the year of study during which they were passed. A student may normally progress to study abroad or a placement carrying a deficit of up to 10 credits.

A student who reaches the end of the normal duration of the programme with a deficit will not be eligible for the award of the degree but may re-register for an additional period to make up the deficit.

### ***Status of modules within a programme***

**Compulsory or optional:** Within a programme a module may be either compulsory or optional. A compulsory module is one which must be taken by all students taking the programme of study, because the content of the module is considered essential. A student may not complete the programme of study and receive the award in that programme without passing all the compulsory modules.

**Required for progression:** Within a programme a module may also be required for progression. A required module is a module which must be passed without compensation (i.e. a mark of 40% achieved) in order to progress in that programme. Note all postgraduate modules are required modules.

**Pre-requisite:** A module may have defined pre-requisites, that is a module or modules which must have been passed in a previous period of study in order to register for the module.

**Co-requisite:** A module may have defined co-requisites, which are modules which a student must take, or have taken, in order to register for the module.

**Disallowed combination:** Where modules have very similar learning outcomes they may be classified as disallowed combinations. In this case a student cannot be awarded credit for more than one module of the disallowed combination.

### ***Discretion of the Examination Board***

The Examination Board of the relevant Faculty has the right to adjust the marks of any student, taking into account the advice of the relevant module deliverer, the advice of the relevant external examiners and the overall performance of the student. This is particularly relevant in borderline cases.

In addition, in consultation with the external examiner, adjustments may be

authorised to marks of a student, based on medical or other personal circumstances that in their professional opinion have resulted in the examination marks not being a fair result for the student.

### **Prizes and Awards**

It is not intended that the provision for supplemental examinations should create a pressure to re-sit unnecessarily. Therefore, prizes and awards are typically based on performance excluding results from resits/supplemental examinations.

## **Passing A Module**

### **General Principles:**

- where a student achieves a result in the compensation range, this may be classified as a pass by compensation if the performance in other modules taken in the same period of study merits compensation;
- where the module is not passed, it is graded as “incomplete/not passed” and no credits are earned. “A module outcome is expressed either as a
- As a mark, which is a whole number in the range 0 to 100.
- As a letter grade. Where modules use letter grades, A, B, C, D are passing grades, E is a grade which can allow pass by compensation and F is a non-passing grade. See *Assessments: Grades and Distinctions*
- As a result, indicated as either Passed or Incomplete/Not Passed.

*Note: It is the practice of the Pontifical University that semester results are provisional. Therefore, an indicative grade is provided to the student after preliminary examination boards or by the module deliverer. The official grade is made available to the student after the June or September final exam board.*

**Module components:** A module may have components which are assessed separately and combined to give the overall module result.

**Module conditions:** A module may have conditions which prescribe that some components must be passed in order to pass the module. Where a student does not meet these conditions the mark in the module is capped at 35 (where marks are used) or as an E (where grades are used).

**Module Assessment:** Examinations will only be set on content that have been given in the current or preceding year.

In order to pass a module, a student must obtain at least 40% in the module, and in addition fulfil all the requirements of the module. See below for criteria for

compensation.

The requirements for a module are outlined in the module description on the website

Assessment rubrics are available on the University website. The dates for the submission of essays and other written work in each semester are posted during the first week of each semester.

### **Late submission of essays:**

- No penalties apply if an extension has been granted
- The following penalties apply if an essay extension was not sought or granted or if the extension date was not honoured: up to 1 week late 10% deducted from the mark awarded; up to 2 weeks late 20% deducted from the mark awarded
- Students may appeal the application of such penalties outlined above to the Programme Coordinator. In the case the Programme Coordinator is the lecturer, all appeals are submitted to the Dean of the relevant Faculty.

**Module Attendance:** Students are expected to attend all modules satisfactorily. A student, whose attendance is unsatisfactory, in the judgement of the relevant Faculty, may be debarred from presenting for the relevant examination.

**Supplementary Modules:** Students may choose to undertake an additional module from the suite of Elective and Special Modules, above the required credits. In such cases, the lowest mark of an equivalent credit weighted module from within the suite will be discarded from the calculation of the overall mark.

**Ungraded modules:** Some modules may be included on an ungraded basis. In this case, the student is awarded the credits associated with the module once the module is passed, but no mark or grade is included in the calculation of annual marks. This is typically done for:

1. Work placements and other experiential learning.
2. Modules taken in other institutions where there is not an agreement to accept the marks/grades awarded elsewhere.
3. Modules within a structured PhD/research master's programme.

### **Possible module outcomes**

Passed	Meets the required standard and all module conditions.
Passed by compensation	A result in the compensation range, and performance in other modules in the same sitting justifies compensation, as defined

	in the compensation regulations. A module passed by compensation is treated as passed for purposes of credit accumulation, and completion of award. However, a module that is “required” in a subject must be passed without compensation to meet the subject completion and progression requirements.
Not passed / Incomplete	A student is considered not to have successfully completed a module in ANY of the following cases: <ul style="list-style-type: none"> <li>• The mark is less than the compensation threshold. <small>[SEP]</small></li> <li>• The student did not meet the minimum attendance requirement (where there are stated mandatory attendance thresholds).</li> <li>• Do not complete the required elements of assessment</li> </ul>

### Module Compensation Regulations

Compensation can only be applied when all modules taken in a period of study are looked at together. A module may be said to be “in the compensation range” when it is between 35 and 39%. However the rules below govern the application of this regulation. If a student does not meet this criteria then the module will not be passed by compensation irrespective of the mark attained.

In order for a module to be passed by compensation the following criteria must be met:

- No more than 10 credits (over all modules taken in the period of study) are below the compensation threshold (usually 35%).
- The average mark in the remaining modules in the period of study is the pass mark (usually 40%) or above.
- At least half of the credits have reached the pass threshold (usually 40%) or above.

**BATH Regulation:** If some modules are passed by compensation then in order for their subjects to then be passed by compensation, the following criteria must be met:

- The overall weighted average mark across all modules taken in the subject is the pass mark (usually 40%) or above.
- No module in that subject has a mark below the compensation threshold (usually 35%).
- At least half of the credits taken in the subject have marks which have reached the pass threshold (usually 40%) or above.
- All required modules have been passed without compensation.

*All other Programme Compensation Regulation:* If some modules are passed by

compensation then in order for their period of study to then be passed by compensation, the following criteria must be met:

- The overall weighted average mark across all modules taken in the period of study is the pass mark (usually 40%) or above.
- No module in that period of study has a mark below the compensation threshold (usually 35%).
- At least half of the credits taken in the period of study have marks which have reached the pass threshold (usually 40%) or above.
- All required modules have been passed without compensation.

### **Pass standards**

Pass standard	40% or higher	Grades A, B,C, or D
Compensation range	Marks of at least 35%, but less than 40%	Grade E
Incomplete / Not Passed grades	Marks below 35 %	Grade F

A module once passed is normally passed in perpetuity. However, if a module has been passed more than two years previously, a module Leader and/or Programme Coordinator may require supplementary work or require the student to take the module again in order to progress.

## **Completing A Programme**

In order to complete a programme and be eligible for the award a student must:

- Complete and pass modules to the required credit value for the programme, for example 180 credits for three-year full-time degrees.
- Complete and pass the modules specified in the programme specification,

### **Composition of the award mark**

Any variation to composition of award mark calculation are stipulated within the programme specifications available to each student.

### **Composition of the award mark: Programmes at NFQ level 5, 6 and 7**

In programmes at NFQ level 5, 6 and 7 all modules across all years of the programme (other than ungraded modules) contribute to the calculation of the award mark. Any deviation to this rule is specified within the individual programme specifications.

### **Composition of the award mark: Programmes at NFQ level 8**

The final mark award mark is calculated by combining the individual module marks obtained in all modules taken after first year, excluding ungraded modules, using

only modules in which credits are earned (i.e. passed modules) and eliminating duplicated results for modules which were repeated (using the rules defined in the section on repetition).

For a three-year degree programme, the award mark is the annual mark for each year after first year, weighted towards the final year. The normal weighting for undergraduate programmes is that the final year contributes 70% to the final mark, and the other years after first year contribute the other 30%, as shown below.

Where students take a period of study abroad, or are on a placement, this is normally assessed on an ungraded basis (unless explicitly stated) and excluded from the calculation of the award mark.

### **Composition of the award mark: Programmes at NFQ level 9 and 10**

In masters programmes (except professional programmes) all modules other than ungraded modules contribute to the calculation of the award.

In doctoral programmes (except professional programmes) the final thesis contribute to the calculation of the award.

In professional programmes, taught modules may or may not contribute to the award, as defined in the programme specification.

### **Transfer Students and Exemptions**

Students transferring from other recognised universities or higher education institutions may receive credit for work done in the other institution, in accordance with the credit value of the work done and its relevance to the programme they wish to pursue at the Pontifical University. normally no more than 50% of the credit value of the programme may be exempted.

Modules taken in other institutions will normally be treated as ungraded modules, and therefore add to the credits earned by the student but make no contribution to the annual, subject or award mark. Similarly, where students are granted exemptions, this will contribute to the credit value, but the marks/grades earned elsewhere will not contribute to the annual, subject or award mark/grade.

### **Award Grades**

	Award Mark
First Class Honours	70-100%
Second Class Honours Grade I	60-69%
Second Class Honours Grade II	50-59%
Third Class Honours	45-49%
Pass	40-44%

## **Repetition**

A supplemental assessment allows a student to re-sit part or all of the assessment of a module which has not been passed during the same period of study.

Repeating a module involves re-registering for a module and retaking all of the assessment associated with the module in a subsequent academic year.

### **Supplemental assessments**

Where the assessment of a module includes a university scheduled examination, the University will normally provide an opportunity to re-sit the examination in a supplemental examination within the same period of study.

a. Supplemental examinations are normally provided for undergraduate modules assessed by examination. Results in supplemental examinations are not capped.

b. Where a student resits the examination component of a module, the results from other components are carried forward.

In some modules, a student is allowed to re-sit other components of assessment of a module, or to submit an alternative assignment in its place. In certain types of assessment the resit mark is capped at 40%. The availability of resits, and the capping of results, are specified in the module descriptions. In exceptional cases the Examination Board may waive this cap. In exceptional cases the Examination Board may allow the result in an examination to be carried forward, while allowing a resit of other components.

### **Repeating a module**

A student who does not pass a module may repeat the module or a suitable substitute module in a subsequent academic year. As modules may be changed from time to time, a student may not always be able to repeat exactly the same module in a subsequent year.

Where a student repeats a module, the student must normally register for the full module, and complete all of the assessment components. In exceptional circumstances the Examination Board may allow a student to repeat components of the assessment and carry forward the results from other components. Where a student repeats a module which has not been passed with a mark over the pass threshold (40%), the better of the two results will be used in calculation of marks.

A student may not normally repeat a module which has been passed with a mark over the pass threshold (40%). There are three exceptions to this regulation:

- a. Repetition of modules which have been passed may be allowed where the progression requirement is higher than the pass mark.
- b. Final year students may apply to repeat/resit up to 15 credits of modules which have been passed.
- c. Repetition of passed modules may be allowed where the University has convincing evidence to suggest that a student significantly underperformed as a result of extenuating circumstances.

A student who chooses to resit or repeat a passed module (40% or over) in order to try and improve a result must relinquish the mark first obtained and accept either 40% on the original module or the mark obtained at the second sitting.

A repeating student who chooses to repeat a module which has already been passed and credits earned (i.e. Pass or Pass by Compensation result) may choose, or may be required, to take a new module. In such cases the original module mark and the new module mark will be included in the calculation of the qualification.

### **Time Limit on Repetition**

A student may normally repeat a period of study only once. In exceptional circumstances the Examinations Board may decide to allow additional repetition opportunities.

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# External Examiners in the Pontifical University

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*The Pontifical University* has followed the long-standing practise of the Irish Universities in appointing External Examiners in each of the major theological disciplines. The system of extern examining has contributed to maintaining the standard of theological excellence of the University, the standing of its degrees, both nationally and internationally, and their comparability with those offered in similar institutions.

External Examiners are normally appointed for a term of three years. They monitor the maintenance of academic standards within a subject area and ensure equity in the results of examinations.

External Examiners are appointed by the relevant Faculty on recommendation of the appropriate Department where relevant. Persons nominated as External Examiners are normally teaching at university level in the area they are to examine.

## **Prior to Examinations:**

Heads of Department or designated representatives will communicate to the External Examiner full information on the courses to be examined, as well as copies of examination papers from previous years if necessary and a description of the methods of assessment used, including Continuous Assessment.

External Examiners approve the examination papers. Draft papers should be sent in sufficient time to enable them to propose changes and to permit discussion of such proposed changes to take place.

The External Examiner will be informed as early as possible of proposed dates for Examination Board.

## **Examinations:**

All examination scripts, essays and other course work contributing to the final grade should be available to the External Examiner. In practise, a sufficient number of scripts and other written work will be sent to the External Examiners which will permit them to determine that the internal marking has been appropriate and consistent. They should normally see a sample of scripts drawn from the top, middle and bottom of the mark range: they should also be sent scripts of borderline candidates.

Where necessary, External Examiners will participate with Internal Examiners in oral examinations.

**Following the Examinations:**

External examiners will be invited to attend Departmental meetings to discuss the examination results. They will also be invited to attend the Faculty Examination Board meetings.

**External Examiner's Report:**

Following the Examination, the External Examiner shall submit a brief report to the Department. Where appropriate, the External Examiner may also submit a report to the President.

**The External Examiner and Examination Appeals:**

External Examiners may be consulted in relation to matters arising from examination appeals.

**Examiners at Postgraduate Level**

Examiners at Postgraduate Level are appointed by the relevant Faculty. Their role corresponds to that of External Examiners at Undergraduate level.

In the Faculty of Theology, Programme External Examiners will be appointed for Master's Degree in Pastoral Theology, the Higher Diploma in Theological Studies, the MTh (Liturgy) and the MTh (Liturgical Music) programmes.

For the degrees of Licentiate and Master, it is appropriate that an External Examiner be nominated who has expertise in the area of the thesis.

For the Degree of Doctor, the External Examiner must have specialist knowledge of the area of thesis. Names and professional details of the proposed examiners will be submitted by the director to the Postgraduate Board who will bring same to the Faculty Meeting.

For the Doctorate in Divinity, the External Examiner attends the public defence of the thesis.

For the PhD in Theology, the External Examiner attends the *viva voce* examination, along with the Supervisor of the dissertation, the Internal Reader and the Chair of the *viva* board.

External Examiners will submit a report on the thesis submitted for their attention.

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# Code of Practice for the Conducting of *Viva Voce* Examinations and Defences

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## *1. The Purpose of the ‘Viva’ and ‘Defence’*

The purpose of a *viva* or a defence is to (i) verify that the dissertation is the candidate’s own work, (ii) to confirm that the candidate understands what he or she has written and can defend it, (iii) to allow the candidate to clarify and develop the written dissertation in response to the examiners’ questions, and (iv) to verbally investigate the candidate’s awareness of where his or her original work sits in relation to the wider research field.

### *The Viva Voce Examination – or viva – for the Licentiate*

The *viva voce* examination (commonly known as the “*viva*”) is the formal oral examination of a dissertation and constitutes a key part of the examination of licentiate degrees: the STL and LPhil.

Two examiners—one internal to the Pontifical University and one external—examine the candidate *viva voce* on the dissertation she or he has submitted.

### *1.2 The Defence for the Doctorate*

The ‘doctoral defence’ is the formal oral examination for of a dissertation and constitutes a key part of the examination of doctorate degrees: the DPhil (Philosophy), and PhD and DD (Theology).

The PhD defence requires two examiners—one internal to the Pontifical University and one external—to examine the candidate.

The Doctorate in Divinity (STD or DD) and Doctorate in Philosophy (DPhil) defences are public examinations, in the presence of the Council of the Faculty (of Theology or Philosophy). DPhil and STD/DD defences require five examiners, three of whom – two internal and one external – are readers of the dissertation.

Further details on the constitution, format, length, and components of *vivas* and defences can be found in the table below.

## **2. Roles and Responsibilities**

### *2.1. Dean of Postgraduate Studies*

It is the responsibility of the Dean of Postgraduate Studies, who may attend all *vivas/defences ex officio*, to (i) establish a mutually convenient date, time, and venue for the *viva* or defence, and (ii) to communicate information on the date, time, and venue of the *viva/defence* to both Examiners, to the Chair, and to the candidate.

The *viva/defence* should normally be held on campus. In exceptional circumstances (for example, the examination of students based overseas) the examination may be held elsewhere, provided the student agrees to the arrangement. Electronic conferencing may be used in some circumstances. The Pontifical University Office is to be consulted where use of electronic conferencing is considered. Care should be taken in choosing the venue for the *viva/defence* to ensure that the examination can be conducted in an accessible, relaxed, and comfortable atmosphere, without risk of interruption and extraneous noise.

After readers' reports have been submitted (at least two weeks in advance of the provisional defence date), it is the responsibility of the Dean of Postgraduate Studies to confer with the chair and readers to ascertain whether the provisional *viva/defence* date ought to be confirmed or be postponed.

### *2.2 The Chair*

In the Pontifical University *vivas/defences* are chaired by an independent permanent member of the relevant faculty. The presence of an independent Chair is designed to ensure that integrity and fairness is maintained by all parties during the *viva/defence*.

The relevant faculty, upon the recommendation of the Postgraduate Board, appoints the Chair when the dissertation has been submitted for examination to the Pontifical University Office. The Pontifical University Office forwards to each of the Examiners a copy of the doctoral dissertation, together with a copy of the 300-word abstract, a report form, and a copy of the doctoral regulations. The candidate will also receive a copy of the doctoral regulations.

Prior to *viva/defence* the Chair is responsible for:

- Collecting the necessary documentation from the Pontifical University Office, including individual written reports from the Examiners and a results form to be filled out.
- Chairing a preliminary meeting of the Examiners and reviewing the structure, roles, and format of the *viva/defence*. (This usually happens on the same day but prior to the scheduled start of the *viva/defence*.) The supervisor should normally be available for consultation with the examiners during this meeting.

During the *viva/defence* the Chair is responsible for:

- Introducing all those present at the *viva/defence*, including attempting to put all parties at their ease.
- Outlining the structure and format of the *viva/defence* to the Examiners and candidates, and indicating the respective roles of the Chair, Supervisor, and Examiners.
- Intervening in the examining process only if there appears to be bias, misconduct or unfairness, or if the Examiners are diverting from the agreed format of the *viva/defence* in such a manner as to disadvantage the candidate, or if the Chair believes the *viva/defence* is progressing in a manner which could compromise the academic standards of the Pontifical University. Actions which might be taken include calling a temporary halt to the examination, holding a private discussion with the Examiners or the candidate, or, most exceptionally, ending the examination.
- Asking the candidate if she or he is satisfied that the examination was conducted fairly. Should the candidate express any concerns in this regard, they shall be noted by the chair, and included in the documentation of the *viva/defence*.

For the Deliberation:

- Inviting the candidate and those present other than the examiners (e.g., the supervisor, and the Dean of Postgraduate Studies) to leave the room for the duration of the examiners' deliberations.
- Chairing the post-*viva/defence* discussion of the Examiners, and outlining and clarifying all possible recommendations.
- Ensuring the Examiners complete and sign the relevant forms at the end of the *viva/defence*.

- Inviting the candidate (and others present) to return to the room and then communicate to the candidate the results of the *viva*/defence. (For *vivas*, only the result – *no mark* – is communicated.)

After the *viva*/defence the Chair is responsible for:

- Ensuring that a report on the recommendation of the Examiners (where necessary, indicating details of major/minor amendments required) is sent to the Dean of Postgraduate Studies, the Pontifical University Office, and the supervisor.
- Presenting the Examiners' report to the relevant Faculty for approval.
- Providing information for any subsequent appeal procedure.

It is to be noted that the Chair is **not** responsible for:

- Having any knowledge of the subject of the dissertation, nor is s/he required to read the dissertation.

### *2.3 The Dissertation Supervisor*

In no research degree (LPhil, STL, PhD, DPhil, DD) is the supervisor an examining reader of the dissertation. In the case of the DPhil and DD defence, the supervisor may act as a non-dissertation-reading examiner who contributes to the assessment of the candidate's lecture and responses to propositions, but not to the dissertation. With respect to the remaining research degrees (LPhil, STL, PhD), the supervisor may attend the examination, but does not question the candidate, and can only provide clarification on any matters when requested by the Board (i.e., Examiners and Chair). The supervisor does not participate in the final decision and leaves the examination room while deliberations take place, unless asked to remain by the Chair. (In case the supervisor is also an examiner in a DPhil and DD defence, his or her contribution to the deliberations is limited to the components of the defence other than the dissertation.)

### ***3. Criteria for the Appointment of Research Examiners (Internal and External)***

Examiners are appointed by the relevant Faculty, upon the recommendation of the Postgraduate Board. Examiners should normally have the following qualities and competencies:

- Experience in supervising postgraduate candidates and in the examination process of such candidates;
- Formal academic qualification, normally at doctoral level, and/or a

professional qualification or experience at an appropriate level and relevant to the area being examined;

- A willingness to respond to requests to read dissertations within specified time deadlines and to be available to attend such oral examinations and/or examiners meetings as are appropriate.

Examiners should not have a close personal relationship with other examiners, supervisors or a candidate, if it might be construed as entailing a conflict of interest.

### *3.1 Criteria for Appointment of External Examiners*

For research awards, external examiners are appointed for specific dissertations. For doctoral candidates, external examiners should not normally be appointed more than twice in a four-year period; for Masters and STL/LPhil dissertations, an external examiner is not to be appointed more than once per [academic] year. Such appointments may be made irrespective of external examiners' duties with regard to taught programmes.

External examiners should have recognised expertise in the subject matter of the dissertation being examined.

The external examiner should be independent of the Pontifical University, of its internal examiners, supervisors, and of the candidates presenting themselves for examination. Thus, all external examiners:

- should normally be in the employ of a third level institution; recent *emeriti* (within three years or less) who are research active may also be considered;
- should not have been in the employ of the Pontifical University (in any capacity) in the three years prior to appointment;
- should not have been a student of the Pontifical University in the three years prior to appointment;
- should not, in the past three years, have been a beneficiary of any bursary or remuneration from the Pontifical University other than from posts such as external examiner, member of accreditation panel, member of quality review panel, member of recruitment/promotions panel or similar;
- should not have assisted/advised the postgraduate candidate on the work underpinning the preparation of his/her dissertation.

### 3.2 Criteria for the Appointment of Internal Examiners

The internal examiner should normally be a member of the Council of Faculty of the respective faculty in the Pontifical University who has the appropriate expertise in the candidate's subject area. If a faculty wishes to recommend nominees who do not satisfy this criterion, this should be highlighted in the nomination form and a case provided for consideration by faculty.

#### 4. The Assessment of the Viva or Defence

##### 4.1 Evaluation of the Viva for the Licentiate

The *scriptum*/dissertation is assessed in a 30–50-minute *viva voce* examination in accordance with these regulations for *viva voce* examinations in the Pontifical University (see table below).

A consensus percentage mark is given by the examiners for the *scriptum*/dissertation and for the performance in the *viva*. The final overall mark is weighted according to the following credits: *Scriptum* = 30 credits; *Viva* = 10 credits.

##### 4.2 Possible Outcomes of a Doctoral Defence and Registration/Fee Implications (if any)

The examiners should not recommend awarding the doctoral degree unless they judge the work to be of a sufficient standard as a work of serious scholarship.

In the case of the DD/STD defence, the Faculty shall vote firstly on whether the degree of doctor is to be awarded and secondly on what mark shall be given. Separate marks are given for the dissertation and the propositions; the minimum mark is 65%. The marks are counted, and an aggregate mark is awarded. This is not communicated to the candidate.

With respect to the all defences (PhD, DPhil, and DD/STD), the examiners may recommend that the candidate should:

- 1 Be awarded the Doctorate degree without further examination or amendment.

*No further registration or fee required.*

- 2 Be awarded the Doctorate degree without further examination, subject to making the changes specified which must be subsequently carried out to the satisfaction of the Internal Examiner (within a period of six months).

*No further registration or fee required.*

- 3 Be awarded the Doctorate degree without further examination subject to making specified changes to the satisfaction of both Internal and External Examiners (applied where examiners estimate that more than eight weeks but less than six months additional work is required).

*No further fee or registration required.*

*NOTE: if more than six months work is required, the candidate must re-register and a continuation fee will apply.*

- 4 Not be awarded the Doctorate degree, but be permitted to re-submit the dissertation in a revised form for re-examination by the same examiners (applied where examiners estimate that there is more than six months additional work required). In this case areas requiring major amendments will be detailed by the Examiners in the examination.

*The candidate will re-register for the duration of the period of revision. A continuation fee will apply.*

- 5 Not be awarded the Doctorate degree and not be permitted to re-submit for re-examination for the Doctorate Degree.

*No further registration permitted.*

Where the degree is not awarded, but the candidate is permitted to re-submit the dissertation in a revised form for re-examination by the same examiners (category 4 above), the candidate must be registered in order for the revised dissertation to be accepted for re-examination. Normally the revised dissertation should be submitted within 12 months following the *viva*.

In the case where the examiners recommend that the Doctorate not be awarded and that the student not be permitted to re-submit for re-examination (category 5 above), the examiners may subsequently consider whether or not the work is sufficient for the award of a masters level degree. If they agree that a masters level award would be merited then a separate recommendation may be made in writing to that effect. Application of this option should be seen as exceptional, rather than as one of the usual possible outcomes of a doctoral examination.

#### *4.3 After the Viva/defence*

The Chair of the *viva/defence* is responsible for submitting the relevant form with results to the Pontifical University Office.

If the examiners recommend that a Doctorate be awarded, the student must submit one hardbound copy of the dissertation, and one electronic copy (on memory stick

or corresponding medium) in PDF format and comprising one file, exactly mirroring the hardbound copy and embodying any changes prescribed by the examiners.

The result of the defence report will not be considered by the relevant Faculty until the hardbound copy and the electronic copy of the revised dissertation, incorporating the recommended changes and confirmed by the internal examiner (or internal and external examiner, as applicable depending on the outcome of the defence), have been lodged with the Pontifical University Office.

Where the opinions of the examiners differ, each examiner will submit a separate written report for consideration by the Postgraduate Board in the presence of the Registrar. This meeting of the Board will make a recommendation to the relevant faculty for approval.

DEGREE	EXAMINATION TYPE	LENGTH	ATTENDEES	LECTURE	PRESENTATION OF ARGUMENTS AND CONCLUSION	DEFENDING THE DISSERTATION	PROPOSITION EXAMINATION	NOTES
DD/STD	defence	c. 130 min.	Chair (President or Dean), Candidate, Supervisor, Council of the Faculty; at least 5 examiners (3 of whom are readers of the dissertation, 2 internal, 1 external), academic community, members of the public.	30 min. (On the topic)	c. 10 min.	60 min.	30 min.  On nine propositions chosen by the candidate and approved by the Council of the Faculty of Theology. Three propositions will be chosen from each subject area: Systematic Theology, Moral Theology, and Sacred Scripture.	At least part of the dissertation must be published (e.g., on MURAL) before conferral of degree.
DPhil	defence	c. 130 min.	Chair (President or Dean), Candidate, Supervisor, Council of the Faculty; at least 5 examiners (3 of whom are readers of the dissertation, 2 internal, 1 external), academic community, members of the public.	30 min. (On a topic chosen by the Faculty)	c. 10 min.	60 min.	30 min.  On twenty-five propositions from general philosophy chosen by the candidate and approved by the Philosophy Faculty.	At least part of the dissertation must be published (e.g., on MURAL) before conferral of degree.
PhD	viva	60–90 min.	Chair, Candidate, Supervisor, Internal and External Readers	n/a	c. 20 min.	40–70 min.	n/a	
STL	viva	30–50 min.	Chair, Candidate, Supervisor, Internal and External Readers	n/a	c. 10 min.	20–40 min.	n/a	
LPhil	viva	30–50 min.	Chair, Candidate, Supervisor, Internal and External Readers	n/a	c. 10 min.	20–40 min.	n/a	

<sup>1</sup> MURAL-Maynooth University Research Archive Library. Cf. *Veritatis Gaudium* §48.

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# Procedures for the Discussion, Checking and Appeal of Examination Results

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The Supervisor of Examinations shall implement the following procedures:

## **1. Procedures for Discussion of Examination Results:**

The Faculty shall arrange a specific date within ten days of notification of examination results, on which students may discuss their examination results with the relevant departments of the Faculty. (This arrangement is to be in addition to any other arrangement which departments may make).

## **2. Procedures for Checking of Examination Results:**

(i) Students may formally request the Supervisor of Examinations, Pontifical University Office, in writing, within two weeks from the date of publication of results in University, or, in exceptional circumstances, within such extended period as allowed by the President of the College, to arrange a check of their examination result.

(ii) The Supervisor of Examinations shall communicate with the relevant Head of Department or his / her nominee, who shall arrange to have the results checked as soon as possible. The formal check shall ensure that all parts of the examination (including continuous assessment) have been marked and that no errors occurred in the recording, collating or combining of marks which determined the result.

(iii) The outcome of the checking of examination results shall be communicated in writing by the Head of Department or his / her nominee, to the Supervisor of Examinations who shall, if such an error has occurred, make the necessary arrangements to have the result amended and inform the student concerned without delay.

(iv) The fee for checking an examination result is €25 per subject.

## **3. Procedures for Appeal of Examination Results:**

### **3.1 Grounds for Appeal**

(i) there is evidence of substantive irregularity in the conduct of the examination;

(ii) the student has grounds to indicate that the checking of his / her examination result was not properly carried out;

(iii) there are circumstances which the Examination Board was not aware of when its decision was taken.

- Note: Students who are appealing under ground 3.1(ii) above are obliged to request a recheck through the Pontifical University Office. Any

subsequent appeal will be based on the outcome of this initial recheck and must be lodged within two weeks of the notification of the recheck.

- Note: Students who are appealing under 3.1(iii) must outline the steps taken to notify the department concerned of the circumstances relevant to their appeal, and the response to any notification. If no steps were taken in this regard, they must explain why this was the case.

### **3.2 Appeal Procedures**

(i) A student who wishes to appeal an examination result must do so in writing, setting out the grounds for the appeal in full, and any supporting evidence, to the Supervisor of Examinations, Pontifical University Office, within three weeks of the issuing of the examination results. There shall be a fee for an examination appeal that will be €60 per subject.

(ii) Upon receipt of a written appeal, the Supervisor of Examinations shall inform the Examinations Appeal Board and the relevant Head(s) of Department(s) that an appeal has been lodged. Where an appeal arises in an Arts Subject the Board of Appeal shall be that of Maynooth University.

(iii) Pending the outcome of an appeal, students should be advised as follows:

- An appeal may not be successful
- Students should avail themselves of any opportunity to re-present for examination, on the understanding that a re-sitting of an examination would not prejudice their appeal in any way
- The conferring of a degree, where relevant, may be deferred, pending the final outcome of the appeal.

### **3.3 Examinations Appeal Board**

(i) The Examination Appeals Board shall consist of four members appointed by the relevant Faculty. Three of these shall be members of the Faculty and one external member. The Supervisor of Examinations shall not be a member of the Board. The quorum for any meeting of the Board shall be three members. The Faculty shall appoint one of its members Chairperson of the Board.

(ii) The relevant Faculty shall also appoint three alternate members, who will be called on in the event of the unavoidable absence of a member of the Board or his / her involvement in the appeal under consideration. The alternate members may include extern examiners from subjects other than that involved in the appeal. The President of the College may, on the request of the Chairperson of the Board, appoint additional alternate members provided that such appointments shall lapse unless ratified by the next meeting of the Faculty.

(iii) The Examinations Appeal Board shall consider the appeal and the grounds on which it is based, and may, as appropriate, consult with the internal and external examiner(s). The Board's decision shall be by majority vote, and, in the event of equality of votes, by the casting vote of the chairperson. The chairperson of the Board shall inform the President, the Faculty and the student regarding the outcome of the appeal.

(iv) The Examinations Appeal Board shall complete its business with reasonable expedition, normally within four weeks of the date of the acceptance of the appeal.

(v) The decision of the Examinations Appeal Board shall be final.

*Chapter III*

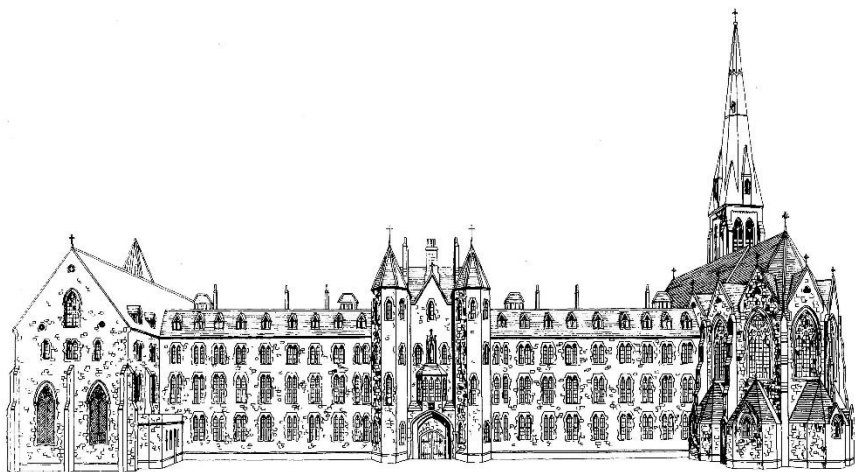
**Primary Degree Programmes**

**in the**

**Faculty of Theology**

**at the**

**Pontifical University**



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# Understanding Modules and Credits

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Modules of courses required for the primary degrees of Bachelor's in Divinity (BD), Bachelor's in Theology (BTh) and Bachelor's in Theology and Arts (BATH) are listed in the following pages.

Each course is divided into units known as *modules*. Module-descriptions referred to in this Kalendarium and posted on the website follow the conventions of the Bologna Process, a Europe-wide system of measuring educational attainment designed to permit the recognition of qualifications and facilitate movement of students.

**Module Name and Code:** Each module has a formal name or description. For administrative purposes, each module has a code made up of letters and numbers. The letters are abbreviations of subject-areas, e.g. ST (Systematic Theology), MR (Moral Theology), SC (Sacred Scripture) etc. The first two digits refer to the National Framework of Qualifications (NFQ) level to which the programme is aligned e.g. 07 is Diploma level, 08 is Degree or Higher Diploma Level, 09 is Masters level. The following three-digit number indicates the year of the programme in which the module is typically offered, e.g. 321 is a Third-Year course. As some courses are taught on a cyclical basis, a course with first number 2 may be required in third year and vice-versa. The remaining numbers are for purposes of identification only. (See relevant Policy for Allocation of Module Codes)

**Module Leaders** co-ordinate delivery across the module taking responsibility for ensuring the module is delivered to plan, on schedule and to the required quality enabling students to be effective learners.

**Programme Coordinators** are responsible for providing key input to design, delivery, development and enhancement of programmes.

**Department:** The Department of the Faculty responsible for this module.

**Module Level:** According to Quality and Qualifications Ireland (QQI), the module level is aligned with the National Framework of Qualifications (NFQ). Student progress is measured on a scale of 1-10, e.g. Honours Leaving Certificate (Level 6), Honours Bachelor's Degree (Level 8), Masters (Level 9), Doctorate (Level 10).

**Credit rating:** Each module carries a number of ECTS (European Credit Transfer System) CREDITS. Credit rating is calculated by the amount of time devoted to the module. A course of two formal lectures weekly for one semester, with tutorials, assignments and independent study, is rated at 5 ECTS credits. Shorter courses (e.g. one lecture per week for one semester) are rated at 2.5 ECTS credits. A year's work at Bachelor's level is the equivalent of about 60 ECTS credits.

**Pre-requisites:** Some modules require prior work in a subject. This is expressed as a *pre-requisite*.

**Co-requisites:** Co-requisites are modules taken simultaneously with a particular module. Co-requisites are rare in Theology, except for some modules in the BD programme.

**Aims:** Each module is designed to communicate to students a body of knowledge or a set of skills. These are described as the *aims* of the module.

**Learning Outcomes:** These are the skills and knowledge a student may reasonably expect to acquire by the end of the module.

**Indicative Syllabus:** The indicative syllabus indicates the basic structure of the module.

**Time Allowance for Constituent Elements:** The amount of time a student is expected to devote to a given module. It is measured by lectures, tutorials, research / preparation of written assignment (essay) and private study.

**Elements and Forms of Assessment:** Each module is assessed for a final grade. For regular modules, this may be through a combination of final examination and/or ongoing assessment (including essay or project). Information on assessment is provided at the commencement of each semester. (See also relevant Policy on Assessment Workload)

**Module Descriptors for all courses** are available on <http://sppu.ie/courses>

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# Baccalaureate in Divinity

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*Programme Co-ordinator: Rev Fr Peter O’Kane*

The Baccalaureate in Divinity (BD) or the Bachelor of Sacred Theology (STB) is a Roman Catholic ecclesiastical degree awarded in accordance with the Educational Standards of the Holy See. It ensures a solid knowledge of theology, a foundation in Catholic doctrine, in an ecclesial and ministerial context. The programme prepares learners for ordained ministry, various forms of other pastoral ministry and further academic study.

## **BD Graduate Attributes**

**A graduate of the BD programme will be:**

*Fluent in the Catholic Intellectual Tradition:* Having gained an extensive knowledge of the Christian tradition, the graduate can critically engage with theological ideas and insights; dialogue in a credible way within contemporary society; and confidently engage with issues of faith in pastoral situations and in the public square.

*Open:* Responsive, adaptable and committed to independent lifelong learning and ongoing formation in discipleship, the graduate is attentive to the complexity of the world and the demands of ministry, and willing to engage with diversity.

*Integrated:* Recognising that everything in the world is interrelated and having appropriated key convictions across the theological disciplines, the self-reflective graduate integrates this intellectual formation with personal and ministerial experiences, and with ongoing human and spiritual growth.

*Socially engaged:* Committed to the promotion of peace, justice, and the common good, the graduate is critically, pastorally and collaboratively engaged in society and Church as a responsible citizen and minister, in an informed, Christian and intelligent way.

## **Programme Learning Outcomes**

On completion of the programme, graduates will be able to:

- *MIPLO 1:* Demonstrate a knowledge of, and ability to understand the basic principles of theology supported by the study of sacred scriptures and other normative writings (Cf. *Veritatis Gaudium*, art. 69; *Ratio Fundamentalis*, 165)

- *MIPLO 2*: Communicate coherently the Christian faith in a theological and/or pastorally informed manner (Cf. *Veritatis Gaudium*, art. 72, a)
- *MIPLO 3*: Articulate coherent insights into the spiritual personal and relational aspects of human experience (Cf. *Gaudium et Spes*, 11; *Ratio Fundamentalis*, 168)
- *MIPLO 4*: Analyse trends, issues and challenges in contemporary global society from a theological and pastoral perspective (Cf. *Gaudium et Spes*, 4)
- *MIPLO 5*: Discuss how theological discourse and ministerial or ecclesiastical practice inform each other and may impact social and ecclesial realities (Cf. *Veritatis Gaudium*, art. 74)
- *MIPLO 6*: Demonstrate capacity in theological methodology, academic skills, academic integrity time management and teamwork.

## Admission Requirements

1. In order to register for courses leading to the Degree of Baccalaureate in Divinity (BD), a student:
  - (a) shall have completed a secondary school course and must meet matriculation requirements (Full details of entry requirements may be found on our website: <https://sppu.ie/undergraduate>) or what in the judgement of the faculty is its equivalent;
  - (b) shall present a transcript that he / she has successfully completed a Two-Year Short Course (Holy See FQ) / Level 6 (NFQ) Higher Certificate in Philosophy (or above).
2. Students who do not qualify under 1 (a) may be considered for admission by the faculty:
  - (a) if they are of mature age, i.e. if they have reached the age of 23 on or before 1<sup>st</sup> January of the year of entry into the First Divinity Class.
 or
  - (b) if they present a transcript of particular merit from an appropriate institute of Third Level education, containing full details regarding subjects studied, approximate number of lectures, and level of achievement in each subject.

***BD Add-On Mode:*** Students holding a *Diploma in Theology* or equivalent may be admitted to the BD programme in *Add-On* mode. Applicants for the *BD Add-On* mode programme must satisfy the Pontifical University matriculation criteria. Course Content will be based on the syllabus for the BD programme. The specific courses to be undertaken will be decided in advance on an individual basis by the Programme Coordinator in consultation with the Dean and the Registrar. The

minimum duration of these programmes will be one academic year and must be full-time. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

## **Courses for the Baccalaureate in Divinity**

### **First Year Programme**

The following list of modules will be offered for the First Year BD Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b><i>Introduction to Theology</i></b>				
TH08101	What is Theology?	Scerri	1	5
<b>Systematic Theology</b>				
FC08101	Revelation, Faith and Culture	Conway	1	5
ST08120	Theological Anthropology	Furnal	1	5
ST08119	The Christian God	Furnal	2	5
<b>Moral Theology</b>				
MR08121	Introduction to Moral Theology	Corkery	1	5
MR08127	Conversion, Sin & Virtue	Winright	2	5
<b>Sacred Scripture</b>				
SC08135	Risen Lord in a Pagan Empire	Macnamara	1	5
SC08139	Introduction to Scripture	Lungu	1	2.5
SC08138	Beginnings of God's People	Adjunct	2	5

<b>Ecclesiastical History</b>				
EH08144	History of the Early Church	Ryan	1	5
<b>Liturgy</b>				
LI08151	Introduction to Liturgy & Sacraments of Initiation	Tracey	2	5
<b>Pastoral Theology</b>				
PT08103	An Introduction to Pastoral Theology	Adjunct	2	2.5
<b>Liturgical Music</b>				
LM08101	Music in Christian Worship	O'Keeffe	2	2.5
<b>Biblical and Theological Languages</b>				
<i>BD Students are required to choose one Biblical/Theological Language in Year I.</i>				
BL08176	Introduction to Biblical Greek	Lanigan	1	2.5
BL08177	Introduction to Biblical Hebrew	Adjunct	2	2.5
BL08178	Introduction to Ecclesiastical Latin	Conry	1	2.5
BL08276	Intermediate Biblical Greek	Macnamara	2	2.5
BL08277	Intermediate Biblical Hebrew	Corley	2	2.5
BL08281	Intermediate Ecclesiastical Latin	Conry	2	2.5

## Second Year Programme

The following list of modules will be offered for the Second Year BD Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology &amp; Patrology</b>				
ST08114	Ecclesiology	McLean	1	5
ST08213	Sacramental Theology: An Introduction	McLean	1	2.5
ST08109	Christology and Soteriology	Scerri	2	5
<b>Moral Theology</b>				
MR08345	Ethics of Love and Life	McGrath	1	5
MR08346	Justice, Human Rights and Catholic Social Doctrine	Corkery	2	5
<b>Sacred Scripture</b>				
SC08241	The Eagle's Vision	Macnamara	1	5
SC08242	The Word of the Lord through the Prophets	Adjunct	2	5
<b>Ecclesiastical History</b>				
EH08244	History of the Medieval, Renaissance and Reformation Church I	Ryan	1	5
EH08245	History of the Medieval, Renaissance and Reformation Church II	Ryan	2	2.5
<b>Canon Law</b>				
CL08270	Law, Justice and Rights in the Church	O'Kane	1	2.5
CL08271	Governance in the Church: Vatican II to Pope Francis	O'Kane	2	5
<b>Liturgy</b>				
LI08202	Preaching & Presiding I	O'Kane	1	2.5

LI08203	The Celebration of the Eucharist	Tracey	2	5
<b>Biblical and Theological Languages</b>				
<i>BD Students are required to choose one Biblical/Theological Language in Year 2.</i>				
BL08176	Introduction to Biblical Greek	Lanigan	1	2.5
BL08177	Introduction to Biblical Hebrew	Adjunct	2	2.5
BL08178	Introduction to Ecclesiastical Latin	Conry	1	2.5
BL08276	Intermediate Biblical Greek	Macnamara	2	2.5
BL08277	Intermediate Biblical Hebrew	Corley	2	2.5
BL08278	Intermediate Ecclesiastical Latin	Conry	2	2.5
<b>Elective &amp; Special Courses</b>				
Students in Year II of the BD programme are required to take electives from the following modules in order to attain the required 60 credits for the academic year. Credits earned from earlier years will be taken into account.				
EL08276	Major Essay	Faculty	1 & 2	2.5
EL08257	Mission Outreach	Kelly	Summer	2.5
EL08227	Rescuing Human Rights	Taylor	2	2.5
EL08229	Experiments in Theology and Film	Clogher	2	2.5
**EL08228	C.S. Lewis & The Bible	Baynes	2	2.5

**\*\* This module is delivered in Reading Week of Semester 2, March 16<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>.**

## Third Year Programme

The following list of modules will be offered for the Third Year BD Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology &amp; Patrology</b>				
ST08311	Sacramental Theology: The Eucharist and the Ordained Priesthood	O'Donoghue	1	5
ST08114	Ecclesiology	McLean	1	5
ST08315	Missiology, Ecumenism and Inter-Religious Dialogue	McLean	2	5
<b>Moral Theology</b>				
MR08345	Ethics of Love and Life	McGrath	1	5
MR08346	Justice, Human Rights and Catholic Social Doctrine	Corkery	2	5
<b>Sacred Scripture</b>				
SC08241	The Eagle's Vision	Macnamara	1	5
SC08242	The Word of the Lord through the Prophets	Adjunct	2	5
<b>Ecclesiastical History</b>				
EH08244	History of the Medieval, Renaissance and Reformation Church I	Ryan	1	5
EH08245	History of the Medieval, Renaissance and Reformation Church II	Ryan	2	2.5
<b>Canon Law</b>				
CL08270	Law, Justice and Rights in the Church	O'Kane	1	2.5
CL08271	Governance in the Church: Vatican II to Pope Francis	O'Kane	2	5

<b>Liturgy</b>				
LI08301	Preaching & Presiding II	O’Kane	1	2.5
<b>Pastoral Theology</b>				
PT08301	Practicing Theology	Adjunct	2	2.5
<b>Elective &amp; Special Courses</b>				
Students in Year III of the BD programme are required to take electives from the following modules in order to attain the required 60 credits for the academic year: Credits earned from earlier years will be taken into account.				
EL08256	Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL08276	Major Essay	Faculty	1&2	2.5
EL08257	Mission Outreach	Kelly	Summer	2.5
EL08227	Rescuing Human Rights	Taylor	2	2.5
EL08229	Experiments in Theology and Film	Clogher	2	2.5
**EL08228	C.S. Lewis & The Bible	Baynes	2	2.5
EL08225	Good and Evil I	Bartlett	1	5
EL08226	Good and Evil II	Bartlett	2	5
PS08101	Primary Text Seminar 1 (Intro)	Furnal	2	5
YM08101	Professional Youth Ministry	Hennesy	2	5

**\*\* This module is delivered in Reading Week of Semester 2, March 16<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>.**

<b>Biblical and Theological Languages</b>				
<i>BD Students are required to have completed at least two Biblical/Theological Languages by the end of the programme.</i>				
BL08176	Introduction to Biblical Greek	Lanigan	1	2.5
BL08177	Introduction to Biblical Hebrew	Adjunct	2	2.5
BL08178	Introduction to Ecclesiastical Latin	Conry	1	2.5
BL08276	Intermediate Biblical Greek	Macnamara	2	2.5
BL08277	Intermediate Biblical Hebrew	Corley	2	2.5
BL08278	Intermediate Ecclesiastical Latin	Conry	2	2.5

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**The following modules are offered in a two-year cycle for BD2 and BD3.**

2025/2026		2026/2027	
ST08114	Ecclesiology	ST08118	Introduction to Patristics
MR08345	Ethics of Love and Life	MR08343	Contemporary Ethical Issues in a Global Society
MR08346	Justice, Human Rights and Catholic Social Teaching	MR08344	Ministerial & Professional Ethics
SC08241	The Eagle's Vision (The Gospel of John)	SC08343	Paul Apostle to the Nations
SC08242	The Word of the Lord through the Prophets	SC08331	Wisdom Literature and Psalms
EH08244	History of the Medieval Renaissance and Reformation Church I	EH08243A	History of the Church in the Modern Age I
EH08245	History of the Medieval Renaissance and Reformation Church II	EH08243B	History of the Church in the Modern Age II
CL08270	Law, Justice and Rights in the Church	CL08268	Liturgy Sacraments and the Law
CL08271	Governance in the Church: Vatican II to Pope Francis	CL08262	Canon Law of Marriage

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# Bachelor in Theology

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*Programme Co-ordinator: Rev Dr Carl Scerri*

The Bachelor's in Theology (BTh) is a three-year full-time degree, aligned at Level 8 to the National Framework of Qualifications (NFQ). It provides learners with a holistic formation in theology, especially within the Catholic theological tradition, and a grounding in philosophy and the history of Christian thought and culture. Unique to this programme is a series of Primary Text Seminars (PTS) in which students study classic theological texts from antiquity to the present day. They thereby discover the perennial theological questions that have shaped Christianity over the centuries, and are inducted into academic and attentive reading. In addition to leading to a Level 8 award, the programme is specifically designed to prepare students for further training in theology at postgraduate level.

## BTh Graduate Attributes

**A graduate of the BTh programme will be:**

*Fluent in the Catholic Intellectual Tradition:* Having gained an extensive knowledge of the Christian tradition, the graduate can critically engage with theological ideas and insights; and dialogue in a credible way within present day contexts, particularly in the public square.

*Open:* Responsive, adaptable, and committed to independent lifelong learning, the graduate is open to opportunities for active involvement in Church and society, further study or professional development e.g. in postgraduate studies, chaplaincy, or pastoral ministry.

*Integrated:* Recognising that everything in the world is interrelated and having appropriated key convictions across the theological disciplines, the self-reflective graduate makes connections between theological knowledge and personal, interpersonal, and professional life experience.

*Socially engaged:* Committed to the promotion of peace, justice, and the common good, the graduate contributes to society as a responsible citizen in an informed, Christian, and intelligent way.

## **Learning Outcomes:**

On completion of the programme graduates will be able to:

- MIPLO 01:* Demonstrate an understanding of the core theories, concepts, and methods pertaining to theology.
- MIPLO 02:* Communicate detailed knowledge and understanding of key figures, methods, teachings, controversies, and current issues pertaining to specialised areas or theological sub-disciplines.
- MIPLO 03:* Exhibit mastery in theological research skills and tools while applying the relevant professional and ethical standards in order that closely guided research can be conducted, and its results communicated.
- MIPLO 04:* Evaluate argumentation, attending to evidence, presuppositions, and inferences, in order to formulate judgments and draw conclusions in various domains of theology.
- MIPLO 05:* Demonstrate an ability to pursue theological questions in different circumstances, both personally and in a team environment, with sensitivity to, and ability to engage with, different contexts and opinions.
- MIPLO 06:* Articulate a personal worldview that is conscientious, theologically informed, and manifests a concern for and solidarity with others.

## **Admission Requirements**

Applicants under 23 years of age on 1<sup>st</sup> of January in the year of proposed entry must meet the matriculation requirements. Full details of entry requirements may be found on our website: <https://sppu.ie/undergraduate>. A points system will operate when the number of applicants exceeds the places available.

Application Procedure: Application for the BTh is made through the Central Applications Office, CAO course code: MU002. (CAO, Tower House, Eglinton Street, Galway. Tel: (091) 509-800 Fax: (091) 562-344). Applications may be made on-line: [www.cao.ie](http://www.cao.ie). Applications should be received by the CAO on or before 1st February. Late applications will be accepted up to and including 1st May on payment of an additional fee to the CAO. This degree qualifies for Higher Education grants and for Fee Remission.

Under certain circumstances, a student may defer entry for one year.

*Mature applicants:* Applicants 23 years of age or over on 1<sup>st</sup> January, in the year of intended entry, and who do not fulfil the normal matriculation requirements, may apply for matriculation on the basis of mature years.

Before 1<sup>st</sup> February, mature applicants must:

1. Submit their applications to the CAO
2. Late applications will be considered up to the late CAO closing date of 1<sup>st</sup> May. Please contact the Admissions Office if you wish to either make a late application or if you wish to enter our courses on your CAO application using the Change of Mind Facility.

***BTh Add-On Mode:*** Students holding a *Diploma in Theology* or equivalent may be admitted to the BTh programmes in *Add-On* mode. The specific courses to be undertaken will be decided in advance on an individual basis by the Programme Coordinator in consultation with the Dean and the Registrar. The minimum duration of these programmes will be one academic year. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

St Patrick's Pontifical University provides a mentoring service designed as a support for first year students as they make their transition to university life. The mentoring service is coordinated by the Registrar of the Pontifical University. Students are encouraged to avail themselves of this service, although it is not obligatory. Further information may be obtained from the Pontifical University Office.

## Courses for the Bachelor in Theology

The BTh programme is a 3-year programme of 120 credits. Over the three years, BTh students must take:

1. 25 ECTS of Primary Text Seminars
  - a. Year 1: Primary Text I (Intro) (PS08101) 5 ECTS
  - b. Years 2 and 3: one of the following each year:
    - i. Primary Text Seminar IIA (PS08202) 10 ECTS
    - ii. Primary Text Seminar IIB (PS08203) 10 ECTS
    - iii. Primary Text Seminar IIC (PS08204) 10 ECTS
2. 15 ECTS of Philosophy, including PY08601.
3. Introduction to Latin (BL08182)

So long as the above prerequisites are completed, the BTh student has flexibility in choosing suitable modules to complete the 120 ECTS. Generally, BTh students take BATH modules SC08136, ST08111, MR08129 in their first year, and follow the BD curriculum (excepting the ministerial and canon law modules) in their second and third years. If, for scheduling reasons, there are conflicts or repetitions, the student can take an alternative module (philosophy, theology, or language) that is available, so long as 120 ECTS are completed.

In their final year, students are encouraged but do not have to take BThP100: Mini Thesis or Project (7.5 ECTS). This elective is an opportunity for students to engage in a research project of their choice under the supervision of a staff member, but other modules/electives can be taken instead.

\*\*\*The following programme is an indicative one for BTh students.

### First Year Programme

The following list of modules will be offered for the First Year of the BTh Programme in the current year. Modules are described in full on the St Patrick's Pontifical University Website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b><i>Introduction to Theology</i></b>				
TH08101	What is Theology?	Scerri	1	5
<b>Primary Text Seminars</b>				
PS08101	Primary Text Seminar 1 (Intro)	Furnal	2	5

<b>Systematic Theology</b>				
FC08101	Revelation, Faith and Culture	Conway	1	5
ST08119	The Christian God	Furnal	2	5
ST08111	Christianity and World Religions	Winright	2	5
<b>Moral Theology</b>				
MR08129	Introduction to Christian Ethics: Roots, Renewal, and Relevance for Today	Winright	1	5
MR08127	Conversion, Sin and Virtue	Winright	2	5
<b>Sacred Scripture</b>				
SC08136	Introduction to the Bible & Its Worlds	O'Riordan	1	5
SC08138	Beginnings of God's People	Adjunct	2	5
<b>Ecclesiastical History</b>				
EH08144	History of the Early Church	Ryan	1	5
<b>Philosophy</b>				
PY08145	Introduction to Philosophy	McNamara	1	5
PY08601	Philosophy of Religion and Secular Thought	Scerri	2	5
<b>Languages</b>				
BL08178	Introduction to Ecclesiastical Latin	Conry	1	2.5

## Second Year Programme

The following list of modules will be offered for the Second Year of the BTh Programme in the current year. Modules are described in full on the St Patrick's Pontifical University Website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology</b>				
ST08114	Ecclesiology	McLean	1	5
ST08213	Sacramental Theology: An Introduction	McLean	1	2.5
ST08109	Christology and Soteriology	Scerri	2	5
<b>Moral Theology</b>				
MR08345	Ethics of Live and Love	McGrath	1	5
MR08346	Justice, Human Rights & Catholic Social Doctrine	Corkery	2	5
<b>Sacred Scripture</b>				
SC08243	Paul Apostle to the Nations	Rogers	1	5
SC08231	Prophetic Literature of the Old Testament	Adjunct	2	5
<b>Ecclesiastical History</b>				
EH08244	History of the Medieval, Renaissance and Reformation Church I	Ryan	1	5
EH08245	History of the Medieval, Renaissance and Reformation Church II	Ryan	2	2.5

<b>Liturgy</b>				
LI08302	Christian Sacraments	O'Donoghue	2	5
<b>Primary Text Seminar</b>				
PS08203	Primary Text Seminar IIC	Furnal	Yr	10
<b>Biblical Languages</b>				
BL08278	Intermediate Ecclesiastical Latin	Conry	2	2.5
<b>Elective &amp; Special Courses</b>				
Students in Year II of the BTh programme are required to take further electives from the following modules in order to attain the required 60 credits for the academic year:				
EL08257	Mission Outreach	Kelly	Summer	2.5
EL08225	Good and Evil I	Bartlett	1	5
EL08226	Good and Evil II	Bartlett	2	5
EL08227	Rescuing Human Rights	Taylor	2	2.5
EL08229	Experiments in Theology and Film	Clogher	2	2.5
**EL08228	C.S. Lewis & The Bible	Baynes	2	2.5
A student may also take one of the following Biblical and Theological Language modules as an Elective and Special Course, with the permission of the Programme Coordinator.				
<b>Biblical and Theological Languages</b>				
BL08176	Introduction to Biblical Greek	Lanigan	1	2.5
BL08177	Introduction to Biblical Hebrew	Adjunct	2	2.5

**\*\* This module is delivered in Reading Week of Semester 2, March 16<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>.**

## Third Year Programme

The following is the list of modules offered for the Third Year of the BTh Programme. For the modules marked by an asterisk, students must choose at least two modules from the suite of five modules. Students also have a suite of electives to choose from to make up the balance of required ECTS credits.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology</b>				
ST08114	Ecclesiology	McLean	1	5
*ST08315	Missiology, Ecumenism and Interreligious Dialogue	McLean	2	5
FC08208	Faith in Conversation with Culture: Challenges and Perspectives	Conway	2	5
*BThP100	Mini thesis or Project	Scerri	Yr	5
<b>Moral Theology</b>				
*MR08345	Ethics of Life and Love	McGrath	1	5
MR08346	Justice, Human Rights and Catholic Social Doctrine	Corkery	2	5
<b>Sacred Scripture</b>				
*SC08231	Prophetic Literature of the Old Testament	Adjunct	2	5
SC08336	The Human God (Gospel of Mark)	Macnamara	1	5
<b>Ecclesiastical History</b>				
EH08244	History of the Medieval, Renaissance and Reformation Church I	Ryan	1	5

EH08245	History of the Medieval, Renaissance and Reformation Church II	Ryan	2	2.5
<b>Primary Text Seminars</b>				
PS08203	Primary Text Seminar IIC	Furnal	Yr	10
<b>Liturgy</b>				
*LI08204	The Celebrating Church	O'Donoghue	1	5
<b>Elective &amp; Special Courses</b>				
Students in Year III of the BTH programme are required to take electives from the following modules in order to attain the required 60 credits for the academic year. Credits earned from earlier years will be taken into account.				
EL08256	Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL08257	Mission Outreach	Kelly	Summer	2.5
EL08225	Good and Evil I	Bartlett	1	5
EL08226	Good and Evil II	Bartlett	2	5
EL08227	Rescuing Human Rights	Taylor	2	2.5
EL08229	Experiments in Theology and Film	Clogher	2	2.5
**EL08228	C.S. Lewis & The Bible	Baynes	2	2.5
CL08270	Law, Justice and Rights in the Church	O'Kane	1	2.5
CL08271	Governance in the Church: Vatican II to Pope Francis	O'Kane	2	5
YM08101	Professional Youth Ministry	Hennesy	2	5
A student may also take one of the following Biblical and Theological Language courses as an Elective and Special Course, with the permission of the Programme Coordinator.				

<b>Biblical and Theological Languages</b>				
BL08176	Introduction to Biblical Greek	Lanigan	1	2.5
BL08177	Introduction to Biblical Hebrew	Adjunct	2	2.5
BL08178	Introduction to Ecclesiastical Latin	Conry	1	2.5
BL08276	Intermediate Biblical Greek	Macnamara	2	2.5
BL08277	Intermediate Biblical Hebrew	Corley	2	2.5
BL08278	Intermediate Ecclesiastical Latin	Conry	2	2.5

**\*\* This module is delivered in Reading Week of Semester 2, March 16<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>.**

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# Bachelor in Theology and Arts

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*Programme Co-ordinator: Prof. Tobias Winright*

The Bachelor's in Theology and Arts (BATH) is a three-year, full-time, honours degree course comprising Theology and Arts subjects, aligned at Level 8 to the National Framework of Qualifications (NFQ). The Theology courses are taught in the Faculty of Theology of the *Pontifical University*, while the Arts subjects are taught in the *Maynooth University*.

## BATH Graduate Attributes

**A graduate of the BATH programme will be:**

*Fluent in the Catholic Intellectual Tradition:* Having gained a broad knowledge of the Christian tradition, the graduate can critically engage with theological ideas and insights, and dialogue in a credible way within present day contexts, particularly in the public square.

*Open:* Responsive, adaptive and committed to independent lifelong learning, the graduate is willing to engage with diversity and value multiple perspectives, and is open to opportunities for work, further study or professional development, e.g. in postgraduate studies, teaching, or chaplaincy.

*Integrated:* Recognising that everything in the world is interrelated and having appropriated key convictions across several academic disciplines, the self-reflective graduate makes connections between multidisciplinary knowledge and personal, interpersonal, and professional life experience.

*Socially engaged:* Committed to the promotion of peace, justice, and the common good, the graduate contributes to society as a responsible citizen, in an informed, Christian and intelligent way.

## Programme Level Learning Outcomes

On completion of the programme, graduates will be able to:

*Knowledge (Breadth, Kind)*

- Demonstrate a holistic understanding of the Catholic intellectual tradition, rooted in its doctrinal, moral, and biblical components

- Exhibit fluency in key biblical, theological, and philosophical texts and methods
- Articulate relationships between elements of the Christian faith
- Demonstrate familiarity with diverse socio-economic, religious, and cultural contexts
- Demonstrate an understanding of the theory, concepts and methods pertaining to another field of learning.

*Skills (know-how, range, selectivity, context)*

- Engage critically with theological discourse and that of another discipline
- Formulate a theologically informed perspective on current issues in Church and society
- Dialogue with contemporary culture drawing upon insights gained from theology and their other discipline
- Exercise appropriate judgement in consulting and interpreting various texts and other sources
- Formulate an argument and communicate it clearly and concisely in a variety of formats
- Manage time and tasks independently and co-operatively.

*Values*

- Pursue wisdom through ongoing learning
- Promote justice and the common good in the professional life and service to society and Church
- Be self-reflective, conscientious, and consistent.

## **Admission Requirements**

Applicants under 23 years of age on 1<sup>st</sup> of January of the year of proposed entry must meet the matriculation requirements. Full details of entry requirements may be found on our website: <https://sppu.ie/undergraduate>. A points system will operate when the number of applicants exceeds the places available.

*Application Procedure:* Application for the BATH is made through the Central Applications Office, CAO course code: MU001. (CAO, Tower House, Eglinton Street, Galway. Tel: (091) 509-800 Fax: (091) 562-344). Applications may be made on-line: [www.cao.ie](http://www.cao.ie). Applications should be received by the CAO on or before 1<sup>st</sup> February. Late applications will be accepted up to and including 1<sup>st</sup> May on payment of an additional fee to the CAO. This degree qualifies for Higher Education grants and for Fee Remission.

Under certain circumstances a student may defer entry for one year.

*Mature applicants:* Applicants 23 years of age or over on 1<sup>st</sup> January of the year of intended entry who do not fulfil the normal matriculation requirements may apply for matriculation on the basis of mature years. Before 1<sup>st</sup> February, mature applicants must:

1. Submit their applications to the CAO.
2. Late applications will be considered up to the late CAO closing date of 1<sup>st</sup> May. Please contact the Admissions Office if you wish to either make a late application or if you wish to enter our courses on your CAO application using the Change of Mind facility.

St Patrick's Pontifical University provides a mentoring service designed as a support for first year students as they make their transition to university life. The mentoring service is coordinated by the Registrar of the *Pontifical University*. Students are encouraged to avail themselves of this service, although it is not obligatory. Further information may be obtained from the Pontifical University Office.

## **Courses for the Bachelor in Theology and Arts**

### **First Year Programme**

In the first-year students are required to take two or three subjects: Theology, which amounts to half the year's programme, and one or two Arts subjects. The Arts courses are described in the syllabus of the *Maynooth University*

#### **A. Theology Courses:**

The following list of modules will be offered for the First Year of the BATH Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology &amp; Patrology</b>				
ST08116	Introduction to Christianity	McLean	1	5
ST08117	Foundations in Catholic Theology	Furnal	2	5
ST08111	Christianity & World Religions	Winright	2	5

<b>Moral Theology</b>				
MR08129	Introduction to Christian Ethics: Roots, Renewal, and Relevance for Today	Winright	1	5
<b>Sacred Scripture</b>				
SC08136	Introduction to the Bible & Its Worlds	O’Riordan	1	5
<b>Philosophy</b>				
PY08601	Philosophy of Religion and Secular Thought	Scerri	2	5

<b>Arts Courses</b>	
In First Year, two Arts subjects must be taken from the following, with not more than one subject being taken from the same group:	
Group 1	Geography, German, Law*, Mathematics (Pure), Philosophy
Group 2	Business (Management), Business (Marketing), Business (International), Criminology, History, Music
Group 3	English, International Development, Mathematical Studies
Group 4	Anthropology, Economics, Finance, Music Technology, Nua-Ghaeilge,
Group 5	Computer Science, Music, Sociology, Spanish.
*Students taking Law as an Arts subject <u>must</u> achieve a minimum of 40% in the Law examinations in first year to progress into second year.	
Since subjects in a given group coincide in the timetable, a student can take at most <i>one subject</i> from each group.	
Circumstances may demand that a limit be placed on the number of students taking a particular subject. For the modules in these subjects see the Syllabus of <i>Maynooth University</i> .	

## Second Year Programme

In second year, students are required to take the following modules in Theology and *one* of their first year Arts subjects. The BATH is only available at Honours Level.

### A. Theology Courses:

The following list of modules will be offered for the Second Year of the BATH Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology</b>				
ST08109	Christology and Soteriology	Scerri	2	5
<b>Moral Theology</b>				
MR08228	Catholic Social Ethics	Hargaden	1	5
<b>Sacred Scripture</b>				
SC08231	Prophetic Literature of the Old Testament	Adjunct	2	5
<b>Liturgy</b>				
LI08302	Christian Sacraments	O'Donoghue	2	5
<b>Students must choose <u>two</u> courses from the following options</b>				
<b>Option A</b>				
<b>Liturgy</b>				
LI08204	The Celebrating Church	O'Donoghue	1	5
<b>OR</b>				
<b>Sacred Scripture</b>				
SC08243	Paul Apostle to the Nations	Rogers	1	5
<b>Option B</b>				
<b>Ecclesiastical History</b>				
EH08250	History of Early Christianity	Woods	1	5

<b>OR</b>				
<b>Pastoral Theology</b>				
PT08201	Faith & Practice in Everyday Living	Adjunct	1	5
<b>Arts Courses</b>				
Students are required to take 30 credits from <i>one</i> of their first year Arts subjects. The BATH is only available at Honours Level. For details of Arts subjects see the syllabus of <i>Maynooth University</i> .				

## Third Year Programme

### A. Theology Courses:

The following list of modules will be offered for the Third Year of the BATH Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	ECTS
<b>Systematic Theology</b>				
ST08312	Christian Anthropology and Spirituality	Furnal	1	5
<b>Moral Theology</b>				
MR08342	No Escaping Fundamental Questions	Shortall	1	5
MR08340	Contemporary Issues in Bioethics	Corkery	2	2.5
<b>Sacred Scripture</b>				
SC08336	The Human God (Gospel of Mark)	Macnamara	1	5
SC08337	“Full of your creatures”: Ecology and the Old Testament	Mellett	2	2.5
<b>Faith and Culture</b>				
FC08208	Faith in Conversation with Culture: Challenges and Perspectives	Conway	2	5

### Elective & Special Courses

Students in Year III of the BATH programme are required to take electives from the following modules in order to attain the required 30 credits at SPPU for the academic year. Credits earned from earlier years will be taken into account.

EL08256	Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL08276	Major Essay	Faculty	1&2	2.5
EL08257	Mission Outreach	Kelly	Summer	2.5
EL08225	Good and Evil I	Bartlett	1	5
EL08226	Good and Evil II	Bartlett	2	5
PS08101	Primary Text Seminar 1	Furnal	2	5
EL08227	Rescuing Human Rights	Taylor	2	2.5
EL08229	Experiments in Theology and Film	Clogher	2	2.5
**EL08228	C.S. Lewis & The Bible	Baynes	2	2.5
YM08101	Professional Youth Ministry	Hennessy	2	5

### Biblical and Theological Languages

A student may also take one of the following Biblical and Theological Language modules as an Elective and Special Course, with the permission of the Registrar in consultation with the Department of Sacred Scripture.

BL08176	Introduction to Biblical Greek	Lanigan	1	2.5
BL08177	Introduction to Biblical Hebrew	Adjunct	2	2.5
BL08178	Introduction to Ecclesiastical Latin	Conry	1	2.5

### Arts Courses:

The Arts subject will be continued in accordance with your selection in second year. For details of the courses in these subjects see the syllabus of *Maynooth University*.

**\*\* This module is delivered in Reading Week of Semester 2, March 16<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>.**



*Chapter IV*

**Post Graduate Degree Programmes**

**in the**

**Faculty of Theology**

**at the**

*Pontifical University*



**Stoyte House, where Saint Patrick's College was founded in 1795**

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# Licentiate in Divinity (STL)

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*Programme Co-ordinator:* Dean of Postgraduate Studies

To obtain the Licentiate in Divinity (STL), two years' full time specialised study is required in the Second Cycle. It is an ecclesiastical award aligned to the Qualifications Framework of the Holy See. The course and degree are designed for candidates who have attained honours standard, *magna cum laude*, in their previous theological studies. A part-time option is also possible. Part-time candidates may, with the approval of the Dean of Postgraduate Studies, take the course over three or four years.

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

- demonstrate an in-depth knowledge and understanding of the specialist subject they have chosen and that they are equipped with the capability to produce a methodologically sound contribution, aimed at strengthening theological knowledge [*Veritatis Gaudium*, art. 74, b]
- acquire the ability to integrate the various aspects of theological knowledge in order to address scientific, cultural, and ecumenical issues and engage in dialogue with other more complex religions [*Veritatis Gaudium*, art. 71-72];
- discern the specific domains in which the Church's evangelizing mission can play a role, in the complex and fragmentary nature of human-social development, by being able to devise specific initiatives independently [*Veritatis Gaudium*, art. 73];
- clearly communicate and unambiguously promote the unity of theological knowledge, so that Christianity can be proclaimed to all peoples [*Veritatis Gaudium*, art. 70, § 2], both in specialist and non-specialist contexts;
- convey this theoretical and practical knowledge in the fulfilment of ecclesiastical posts, with particular reference to teaching in major Seminaries or equivalent schools [*Veritatis Gaudium*, art. 50, § 1];
- have fully developed the theoretical, methodological, and language skills in the domain of theological studies to continue their studies at Doctoral level.

## Admission Requirements

In order to register for courses leading to the degree of Licentiate in Divinity, a candidate must

- hold at least a Baccalaureate in Divinity, second honours, Grade I (*magna cum laude*) or, what in the judgement of the Faculty is regarded as an equivalent standard of theological study.

- meet the criteria for Greek, Hebrew and/or Latin as outlined under Language Requirements in the following pages..
- satisfy the English language requirements, if the candidate's first language is not English.

## Programme of Study

Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

The programme comprises the following:

### Year 1

#### Seminar Courses

Full-time candidates usually take three seminar courses in year one including (2/3 within field and 1/2 from remaining available modules) and an obligatory course *PG09442: The Soul of Theology* in semester 2.

#### Reading Courses

Candidates select two reading courses from the list of courses on offer (at least one from within their theological discipline)

### Year 2

#### Seminar Courses

Full-time candidates usually take one seminar course in year two within chosen theological discipline, plus the obligatory course *PG09464: Research in Theology: Historical and Methodological Approaches* .

#### Research Colloquium

Formal colloquium presentation. All candidates must present a piece of research at the Research Seminar in Semester Two or Three. NB: Presentations in another setting (e.g., a module/seminar) does not fulfil this requirement.

**Reading courses** are to convene at least once per month during the academic year (i.e., *at least* 6 meetings). Reading Courses are to be assessed by a variety of means including in-semester papers, end-of-semester papers and possibly a formal colloquium presentation. Assessed papers are to total 7,000 words. The STL Programme Co-ordinator, in consultation with those offering the suite of reading courses, is to ensure variety and balance in the means of assessment.



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# Doctorate in Divinity (DD/STD)

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*Programme Co-ordinator:* The Dean of Postgraduate Studies

## Admission Requirements

The Doctorate in Divinity is a Third Cycle programme accredited to the Educational Standards Framework of the Holy See.

In order to register for courses leading to the Doctorate in Divinity (DD/STD), a candidate must hold at least a Licentiate in Divinity (STL) second class honours, Grade I (*magna cum laude*) or what, in the judgement of the Faculty, is regarded as an equivalent standard of theological study. A basic knowledge of Greek and Hebrew is required, as well as an appropriate knowledge of two modern languages, see 'Language Requirements'. Candidates whose first language is not English will be required to satisfy the English language requirements of the Faculty of Theology.

Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

- demonstrate that they are endowed with a systematic understanding in the domain of theological studies they have chosen [*Veritatis Gaudium*, art. 74.];
- develop the full capability to use the specialist knowledge they have acquired to devise, design, and implement original research projects, in order to contribute to the progress of theological knowledge [*Veritatis Gaudium*, art. 49, § 1];
- developed both analysis and synthesis capabilities to evaluate complex theological research questions, that are determined by a variety of interrelated factors;
- systematically convey the knowledge they have acquired through teaching at academic level [*Veritatis Gaudium*, art. 50, § 1];
- acquire the intellectual skills and the specific human and relational abilities to fulfil special ecclesiastical posts [*Veritatis Gaudium*, art. 50, § 2];
- communicate with academic and professional experts, in the various domains, in order to contribute to human civilization through the evangelizing mission of the Church [*Veritatis Gaudium*, art. 3, § 1. Cf Giovanni Paolo II, «Proemio», Cost. Apostol. Sapientia Christiana, I, II.

## Programme of Study

- The doctoral dissertation, which forms the basis for granting the degree, must be a substantial and original piece of research in a theological area, offering a notable contribution to the advancement of the theological sciences.
- The dissertation must be prepared under the direction of a member of the Faculty on a topic approved by the Faculty.
- Candidates who have completed the STL programme in the Faculty are required only to take two further seminar courses in Year One.
- Candidates who have not taken any special courses at the Faculty but have a Licentiate of the required standard must take four courses, including *PG09442: The Soul of Theology* and *PG09464: Research in Theology: Historical and Methodological Approaches* in Year One.
- At the end of Year One, doctoral candidates will provide sufficient evidence of progress in the preparation of the dissertation to warrant continuance. Accordingly candidates will give a presentation to two members of Faculty by June 15<sup>th</sup>.
- Dissertations submitted by November 30<sup>th</sup> are accepted for examination by early spring. Those submitted by June 15<sup>th</sup> are accepted for examination in late summer. Examination at any other time may be considered only in exceptional circumstances, and by express leave of the Faculty.
- The dissertation shall be presented to the Dean of Postgraduate Studies at least two months before the candidate may be admitted to defend it. In exceptional cases the Council of the Faculty may shorten the period required.
- Three copies of the dissertation are to be submitted in the first instance; these may be ring-bound. A hard-bound copy, incorporating any corrections which the examiners may require, must be submitted to the Pontifical University Office, following successful defence of the work.
- An electronic copy of the final corrected dissertation must be submitted to the Pontifical University Office for the Library.
- All dissertations shall remain the property of the Pontifical University.

## **Assessment: Public Examination (Doctoral Defence)**

The public examination—termed the *Doctoral Defence*—shall be held in accordance with the Pontifical University regulations on doctoral defences. The format and components of the DD defence can be found in the *Kalendarium*, Ch. II, “Code of Practice for Viva Voce Examinations and Defences.”

### **Publication of Doctoral Dissertation**

Before the Doctorate in Divinity can be conferred, the dissertation, or at least a substantial part thereof, must be published. Publication may take any of the following forms:

- Appearance as a book, or as an article in a recognised theological journal.
- Circulation of copies of the dissertation, or of a major excerpt, in printed form, or electronically, to the main ecclesiastical Faculties of Theology.
- Deposition of a copy of the dissertation in the John Paul II Library at St Patrick’s Pontifical University, Maynooth, via MURAL (Maynooth University Research Archive Library), together with notification of the fact through appropriate means of inter-library exchange.

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# Doctorate in Theology (PhD)

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*Programme Co-ordinator:* The Dean of Postgraduate Studies

The Doctoral Degree of PhD in Theology is awarded to those who satisfactorily complete the course and research requirements for the Degree.

## Admission Requirements

- A Master's Degree in Theology (120 credits) of at least Second-Class Honours Grade I or its equivalent.
- Depending on academic background, the Faculty of Theology admits candidates either directly into the Research Phase of the Doctorate or, first, to a Qualifying Phase. (For more information on each phase, see 'Programme of Study' below.)
- A competence in at least two theological languages: Hebrew, Greek or Latin. A candidate who has not already attained an acceptable level of competence in theological languages is required to pass qualifying courses in at least two of the following: Hebrew, Greek, or Latin (see 'Language Requirements').
- Candidates must have or must acquire a good reading knowledge of one modern continental European language (see 'Language Requirements').
- Candidates whose first language is not English will be required to satisfy the English language requirements of the Faculty of Theology.

Postgraduate Degree candidates will normally be expected to register year by year on a continuous basis until they have completed their degree. Candidates wishing to suspend registration may do so only on the express permission of the Faculty. Upon registration, PhD candidates will be assigned a staff mentor to assist them.

Progress at doctoral level demands a significant investment of time by the candidate in personal study and research. As such, study and research require access both to resources that are frequently only available in research libraries, as well as easy access to the candidate's director or mentor, it is strongly recommended that doctoral candidates, *especially at the beginning of their studies*, spend at least *three days per week* on the Maynooth campus, during the semester.

## Programme of Study

Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

## ***Doctoral Qualifying Phase***

The Doctoral Qualifying Phase is undertaken by candidates who require further foundational work before entering into the Research Phase of the Doctoral programme. Candidates who gain an aggregate 2:1 (60% or higher) may progress to the Doctoral Research Phase. Candidates who do not achieve the required 2:1 may graduate with a Postgraduate Diploma in Theology.

The qualifying phase of the doctoral programme is comprised of six seminar courses (60 ECTS) from the palette of postgraduate seminar courses offered in any academic year. Three courses shall be taken in each semester, and the standard course requirements and assignment submission deadlines will apply. The courses are chosen in consultation with the Dean of Postgraduate Studies at the beginning of the academic year.

*Note:* Candidates who have not fulfilled the theological languages requirement for the PhD may do so during the Qualifying Phase.

## ***Doctoral Research Phase***

Candidates must normally complete four years of full-time study. The first two years is termed the “Research Phase.” The second two years is termed the “Completion Phase.” Candidates requiring an extension of the study period must inform the Postgraduate Board by May of the fourth year of study.

The first year includes four postgraduate seminar courses. Two of these courses will normally be *PG09464: Research in Theology: Historical and Methodological Approaches* and *PG09442: The Soul of Theology*. Candidates who have recently completed these two courses as part of an STL or Masters in St Patrick’s Pontifical University are exempt.

In order to be considered for progression to the second year of the doctoral programme, candidates are to achieve an aggregate 2:1 across these four seminar courses.

In the Second Semester of Year One, the candidate shall, with the guidance of a mentor or director, identify a topic of research interest, and present a brief outline to two members of the Faculty by June 15<sup>th</sup>. This research topic, is not a doctoral proposal, but rather a research area that creates direction and focus for the doctoral proposal.

Normally, the doctoral proposal, which forms the basis of the doctoral dissertation, will be presented for approval to the Faculty of Theology during the second year of the Research Phase.

## ***Doctoral Completion Phase***

The Completion Phase denotes the period of research and study after the candidate's proposal has been approved by the Faculty. It is during this time (usually, years 3 and 4 for a candidate who began the doctorate directly in Research Phase), that the candidate completes the dissertation.

The doctoral dissertation, which forms the basis for the award of the degree, must be a substantial and original piece of research, which offers a notable contribution to the advancement of the theological sciences. The dissertation must be prepared under the direction of a member of the Faculty of Theology, on a topic approved by the Faculty.

### **Assessment: Examination (PhD Defence)**

The PhD Defence shall be held in accordance with the code of practice for defences of the Pontifical University. The format and components of the PhD defence can be found in the *Kalendarium*, Ch. II, "Code of Practice for Viva Voce Examinations and Defences."

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# Master's in Theology (MTh)

## Two Years—Full-Time

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*Programme Co-ordinator:* The Dean of Postgraduate Studies

The programme for degree of Master in Theology (MTh) offers candidates the opportunity to deepen their knowledge of Theology through specialised study, personal work and research.

Candidates complete six seminar courses (60 ECTS) and write a minor dissertation (25,000-30,000 words) (60 ECTS).

### **Theological Languages**

A competence in theological language(s) is a qualifying requirement – see ‘Language Requirements’ page after this section.

## **Admission Requirements**

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second-Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the selection procedure.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Where an applicant's qualifications are insufficient for admission to the MTh, applicants are recommended entry to the Higher Diploma of Theological Studies (Daytime). Achieving a Second-Class Honours, Grade I, in the Higher Diploma is necessary for admission to the MTh.

Candidates whose first language is not English will be required to satisfy the English language requirement of Faculty of Theology. Candidates will normally be expected to register year by year on a continuous basis until they have completed their degree. Candidates wishing to suspend registration may do so only on the express permission of the Faculty.

## **Programme of Study**

Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

The duration of the programme is two years. The first year is considered a year of full-time study in one of the options below. In the second year the candidate, takes one seminar course in the first semester and completes a dissertation. The dissertation is 25,000—30,000 words. The dissertation is pursued under the direction of a member of the Faculty of Theology. While completing the dissertation, the candidate is not required to be in full-time attendance. The dissertation is to be submitted by 3.00pm on the last Friday in June. A grace period of two weeks will apply.

### ***Course Option I: Systematic Theology***

In Year One the candidate takes five seminar courses: two seminar courses in Systematic Theology, two seminar courses from the remaining suite, as well as the obligatory course *PG09442: The Soul of Theology* in the second semester.

In Year Two the candidate takes obligatory course *PG09464: Research in Theology: Historical and Methodological Approaches* in semester one and completes the dissertation.

### ***Course Option II: Moral Theology***

In Year One the candidate takes five seminar courses: two seminar courses in Moral Theology, two seminar courses from the remaining suite, as well as the obligatory course *PG09442: The Soul of Theology* in the second semester.

In Year Two the candidate takes obligatory course *PG09464: Research in Theology: Historical and Methodological Approaches* in semester one and completes the dissertation.

### ***Course Option III: Biblical Theology***

In Year One the candidate takes five seminar courses: three seminar courses in Biblical Theology, one seminar course from the remaining suite, as well as the obligatory course *PG09442: The Soul of Theology* in the second semester.

In Year Two the candidate takes the obligatory course *PG09464: Research in Theology: Historical and Methodological Approaches* in semester one and completes the dissertation.

### ***Course Option IV: Liturgical Theology***

In Year One the candidate takes five courses: one reading course in Liturgical Theology, two seminar courses in Liturgical Theology, the obligatory course *PG09442: The Soul of Theology* and one seminar course from the remaining suite of modules.

In Year Two the candidate takes one further seminar course in Liturgical Theology, and completes the dissertation.

## **Assessment**

The Final Assessment of the MTh is a weighted culmination of the following:

- Reading/Seminar Courses                      60 credits
- Dissertation    60 credits

The dissertation shall be examined by the dissertation supervisor and an external examiner chosen by the Faculty.

Any theological language courses are qualifying requirements and do not form part of the final assessment.

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# Research Master's in Theology (MTh)

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*Programme Co-ordinator:* The Dean of Postgraduate Studies

The Research Master's in Theology (MTh) offers candidates the opportunity to deepen their knowledge of Theology by means of a longer dissertation without coursework taken for credit.

Candidates submit a major dissertation (40,000 words) and fulfil the requirements of *PG09464: Research in Theology: Historical and Methodological Approaches* seminar course.

## **Theological Languages**

A competence in theological language(s) is a qualifying requirement – see 'Language Requirements' page after this section.

## **Admission Requirements**

To qualify for admission to the Research Masters in Theology (i.e., by dissertation only), candidates shall have Second Class Honours, Grade I in the theological component of their honours degree. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. The Research Masters is recommended only for candidates who have a clear research focus and a proven ability to work on their own.

Candidates whose first language is not English will be required to satisfy the English language requirements of the Faculty of Theology. Candidates will normally be expected to register year by year on a continuous basis until they have completed their degree. Candidates wishing to suspend registration may do so only on the express permission of the Faculty.

## **Programme of Study**

- Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).
- Candidates must fulfil the requirements of *PG09464: Research in Theology: Historical and Methodological Approaches*, and work for at least three semesters under the direction of a permanent member of the Faculty of Theology.
- The subject of the dissertation requires the approval of the relevant Head of Department.

- The length of the dissertation shall be approximately 40,000 words, exclusive of footnotes and bibliography.
- Candidates shall be required to submit their dissertations within three years. Extensions will be granted only in exceptional circumstances.

## **Assessment**

The Final Assessment of the Research MTh is constituted by a mark given to the dissertation. The dissertation shall be examined by the dissertation supervisor and an external examiner chosen by the Faculty. Any theological language courses and PG09464 are qualifying requirements and do not form part of the final assessment.

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# Language Requirements

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## Theological Languages Requirement

DD, PhD, STL and both two-year MTh programmes.

- Candidates admitted into the **DD, PhD, STL** programmes in the Faculty of Theology shall be required to sit a qualifying examination in at least two of the following: Hebrew, Greek, or Latin. Syllabi for these examinations are provided on the Faculty website.
- Candidates admitted into the two-year **MTh (Biblical)** programme in the Faculty of Theology shall be required to sit a qualifying examination in Greek and Hebrew. Syllabi for these examinations are provided on the Faculty website.
- Candidates admitted into the two-year **MTh (Moral/Systematic/Liturgy)** programmes in the Faculty of Theology shall be required to sit a qualifying examination in Latin. A syllabus for this examination is provided on the Faculty website.
- Candidates who do not pass the above qualifying examination(s) are required to attend and pass qualifying course(s) in the relevant theological language(s).
- Candidates can opt **not to take** the qualifying examination(s) and register to take the qualifying course(s) in the relevant theological language(s).
- Candidates taking the qualifying exam in a language for postgraduate study must reach at least 60%.
- Candidates who have previously successfully completed the theological language courses with at least a 60% mark in the Pontifical University are exempt.

## Modern Language Requirements

DD (STD)

Candidates must have or must acquire a good reading knowledge of **two** continental European languages.

PhD and STL

Candidates must have or must acquire a good reading knowledge of **one** modern continental European language.

*Note:* Qualifying examinations are offered during orientation and at one other point during the academic year. Details are posted on the postgraduate information pages on the University website.

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# Master's in Theology (MTh)

## One Year—Full-time

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*Programme Co-ordinator:* The Dean of Postgraduate Studies

### Admission Requirements

The minimum entry requirement is a primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the admission process.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Applicants whose first language is not English will be required to satisfy the English language requirements.

### Programme Rationale

This one-year Taught Masters programme is offered for candidates who wish to spend one year in deepening their theological expertise and skill in a number of areas in which the Faculty of Theology has particular expertise. With the guidance of a mentor, candidates choose from the palette of modules on offer across various theological disciplines in any particular year.

### Programme of Study

Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

The course runs over one academic year and consists of six taught modules (60 ECTS) delivered over two semesters, three modules per semester; and a minor dissertation of 15,000 words (30 ECTS). Lectures are delivered from Monday to Thursday. A programme of study, from the seminar courses indicated in the Overview of Postgraduate Modules in the following pages, is agreed with the programme co-ordinator. All modules are available except for Yearlong Reading Courses (RCs); PG09464: *Research in Theology: Historical and Methodological Approaches*; PG09442: *Soul of Theology*. A choice of modules may be restricted due to timetabling constraints.

#### **Minor Dissertation** (15,000 words)

The dissertation is to be written under the direction of a member of the Faculty of Theology, and submitted by candidates by 3.00pm on August 15<sup>th</sup>. A grace period of two weeks applies.

**Note:** Completing the MTh (One Year) with a Second Class Honours, Grade I, is necessary for admission to the Qualifying Phase of the Doctoral programme, the parameters of which are established by the Faculty of Theology and can be found in the *Kalendarium*'s 'Doctorate in Theology (PhD)'.

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# Master's in Theology (MTh) *Contemporary Ethics* Two Years Part-time / Taught Masters

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*Programme Co-ordinator:* Dr Pdraig Corkery

The course will consist of six taught modules (60 ECTS) delivered over two years, and the submission of a thesis of 15,000 words (30 ECTS). Assessment of modules is by essay (c. 7,000 words).

## **Admission Requirements:**

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the selection process. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Candidates whose first language is not English will be required to satisfy the English language requirement.

## **Programme of Study**

In addition to the following programme of study, candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

### **Cycle A (2025-2026)**

#### **Semester 1**

**PG09726** The Legacy of Pope Francis from the Perspective of Moral Theology

#### **Semester 2**

**PG09727** Ecclesial Ethics for a Participatory Synodal Church

### **Cycle B (2026-2027):** (indicative)

**PG09302** History of Christian Thought  
And other seminars to be determined.

### *Minor Dissertation* (15,000 words)

The dissertation is to be written under the direction of a member of the Faculty of Theology, and submitted by candidates in their second year by 3.00pm on August 15<sup>th</sup>, in Year 2. A grace period of two weeks applies.

**Note:** Completing the MTh (One Year) with a Second Class Honours, Grade I, is necessary for admission to the Qualifying Phase of the Doctoral programme, the parameters of which are established by the Faculty of Theology and can be found in the *Kalendarium*'s 'Doctorate in Theology (PhD)'.

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# **Master's in Theology (MTh)**

## ***Bible and Spirituality***

### **Two Years Part-time / Taught Masters**

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*Programme Co-ordinator:* Jessie Rogers DPhil

#### **Admission Requirements**

The minimum entry requirement is a primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the admission process. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Applicants whose first language is not English will be required to satisfy the English language requirements.

#### **Programme Rationale**

As Scripture, the Bible is a collection of writings that reflects the dynamic experiences of ancient Israel and of the early Christian Church, and which continues to nourish and make sense of people's lives. This Masters has a two-fold focus: it explores both spiritualities within the Bible and spirituality shaped by engagement with the Bible. The programme approaches biblical spirituality from the perspectives of liturgy, history and biblical studies, understands spirituality incarnationally as communal and personal expressions of lived faith, and includes a strong practical dimension. The programme equips learners to employ a range of methods in biblical interpretation, with a strong focus on literary and narrative approaches. It aims to form learners as competent theologians and to situate the study of sacred scripture within the broader theological enterprise.

#### **Programme Learning Outcomes**

Upon successful completion of the MTh in Biblical Spirituality, students should be able to:

- Exhibit proficiency in scholarship at the intersection of biblical studies and the contemporary academic field of spirituality.
- Contextualise the study of the biblical canon and of spirituality within the broader theological landscape, critically analysing its intersections with current trends in theology.
- Employ the hermeneutical methods and theoretical frameworks of biblical studies to interpret biblical texts and engage critically with sources and methods in the academic study of spirituality.

- Make a constructive contribution to the study of how the biblical canon functions as Scripture in several traditions and faith contexts.
- Select appropriate approaches and methodologies for communal and personal engagement with scripture and interpret biblical texts ethically and responsibly in diverse contexts
- Cultivate a disposition of intellectual curiosity, academic rigor, and a commitment to ongoing exploration and learning.
- Critique historic and contemporary spiritual and religious practices of engagement with the Bible through the lens of oppressive or transformative hermeneutics.

## Programme of Study

Candidates must complete *Postgraduate Induction* which takes place before the commencement of the academic year (i.e., in September).

The course consists of six taught modules (10 credits each) delivered over two years, and the submission of a thesis of 15,000 words. Modules will be delivered on Wednesdays, with some blended learning. Assessment of modules is by essay (c. 7,000 words).

Cycle C 2025/26

### Semester 1:

<b>PG09710</b>	Reimagining the Human
<b>PG09728</b>	Christ and His Interpreters: Early and Contemporary Christological Reading(s) of the New Testament

### Semester 2:

<b>PG09481</b>	Liberation and Law: Approaches to the Book of Exodus
<b>PG09729</b>	The Verdant Word: Towards a Theology of the Written Word of God

Cycle A 2026/27 (Indicative)

### Semester 1:

<b>PG09709</b>	Re-sourcing: Theology and Renewal in the 20 <sup>th</sup> Century
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<b>PG09495</b>	Exploring Biblical Narratives
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### Semester 2:

<b>PG09467</b>	Exploring Ways of Reading Genesis
<b>PG09658</b>	Pathways in Biblical Spiritualities

**Minor Dissertation** (15,000 words)

The dissertation is to be written under the direction of a member of the Faculty of Theology and submitted by candidates in their second year by 3.00pm on August 15<sup>th</sup>. A grace period of two weeks applies.

**Note:** Completing this programme with a Second Class Honours, Grade I, is necessary for admission to the Qualifying Phase of the Doctoral programme, the parameters of which are established by the Faculty of Theology and can be found in the *Kalendarium*'s 'Doctorate in Theology (PhD)'.

# Overview of Postgraduate Modules in the Academic Year 2025-2026

<b><i>Research Modules</i></b>				
<b>Code</b>	<b>Lecturer(s)</b>	<b>Title</b>	<b>Semester</b>	<b>Comment</b>
PG09464	Conway	Research in Theology	1	
PG09442	Macnamara	The Soul of Theology	2	
<b><i>Cross-Discipline Modules</i></b>				
PG09710	Rogers/Furnal	Reimagining the Human	1	
<b><i>Fundamental Theology • Systematic Theology • Faith &amp; Culture</i></b>				
PG09719	Conway	Karl Rahner: The Theological Foundations of Synodality	2	
PG09725	Scerri	<i>Domina</i> or <i>Ancilla theologiae</i> ? Philosophy and Theology at Nicaea and Beyond	2	
RC09525	Furnal	Readings in Contemporary Systematic Theology: Essential Questions in Modernity	Yearlong	
<b><i>Moral Theology</i></b>				
PG09726	Corkery	The Legacy of Pope Francis from the Perspective of Moral Theology	1	
PG09727	McGrath	Ecclesial Ethics for a Participatory Synodal Church	2	
RC09524	Winright	Readings in Moral Theology (The Moral Theology of Leo XIII and Leo XIV: Continuities and Discontinuities)	Yearlong	

<b>Pastoral Theology • Religious Education</b>				
RC09522	Sheridan	Readings in Religious Education and Catechesis in the Life and Ministry of the Church	Yearlong	
PG09523	TBD	Emancipating Practical Theology	1	
<b>Liturgy</b>				
PG09487	Tracey	Sacramental Theology: Liturgical and Systematic Approaches	1	
PG09708	Tracey	The Pastoral Practice of Liturgy	2	
RC09523	O'Donoghue	Readings in Liturgical Theology: The Eucharist	Yearlong	
<b>Scripture</b>				
PG09728	O'Connell / Scerri	Christ and His Interpreters: Early and Contemporary Christological Reading(s) of the New Testament	1	Online + intensive week in January
PG09729	O'Connell	<i>The Verdant Word: Towards a Theology of the Written Word of God<sup>f</sup></i>	2	
PG09481	Corley	Liberation and Law: Approaches to the Book of Exodus	2	
<b>Academic Life</b>				
PG0901	Various	Postgraduate Information and Research Page	Yearlong	Academic Formation— Not for Credit

## GENERAL NORMS for Postgraduate Modules

Each postgraduate module above, unless otherwise stated, is rated as 10 ECTS.

A minimum of FOUR participants is required for a seminar module to be offered. Exceptions are to be referred to the Postgraduate Board.

If a particular taught programme cannot be offered, the related programme-specific modules are withdrawn.

Descriptors for each of the above modules can be found on the Pontifical University website.

### NOTES and OBSERVATIONS

- a. For PhD, STL, Masters (120-credit programme) and Research Masters (qualifying not for credit) only;
- b. 12-hour module
- c. Blended Learning.
- d. Required by MTh Year 2 (Programmes in Pastoral Theology) with sufficient numbers.
- e. Students on the Qualifying Phase of the Doctoral Programme may not take PG09464: Research in Theology, PG09442: Soul of Theology and/or Reading Courses.
- f. Awaiting completion of faculty approval.

General Note: Postgraduate Courses Offered on a CYCLICAL BASIS

In order to permit postgraduates plan their studies in a balanced way, it is to be noted that the following modules are offered on a cyclical basis:

**PG09708:** Pastoral Practice of Liturgy *and* **PG09484:** Liturgy: Ritual, Theological and Historical Approaches

**PG09495:** Exploring Biblical Narratives *and* **PG09728:** Christ and his Interpreters: Early and Contemporary Christological Reading(s) of the New Testament

**PG09496:** The David Story, **PG09467:** Exploring Ways of Reading Genesis, *and* **PG09481:** Liberation and Law: Approaches to the Book of Exodus

**PG09710:** Reimagining the Human *and* **PG09709:** Re-Sourcing: Theology and Renewal in the Twentieth Century *and* **PG09302:** History of Christian Thought

For further information on any of the programmes listed above contact:

Postgraduate Admissions Office  
St Patrick's Pontifical University  
Maynooth, County Kildare  
IRELAND

[www.sppu.ie](http://www.sppu.ie)

Email: [pgadmissions@spcm.ie](mailto:pgadmissions@spcm.ie) /  
[postgraduate@spcm.ie](mailto:postgraduate@spcm.ie)  
Telephone: Ireland: 01-708-3391 /  
01-708-3600  
International: +353-1-708-3391/  
+353-1-708-3600

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# Higher Diploma in Theological Studies

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*Programme Co-ordinator:* Prof. Séamus O’Connell

This one-year Level 8, 60 ECTS credits, programme provides a foundation in Theological Studies for students who hold a primary degree in another discipline. The Higher Diploma in Theological Studies meets all the requirements of the *Teaching Council of Ireland* for the teaching of Religious Studies at post-primary level. It entitles teachers holding degrees recognised by the Department of Education in the Republic of Ireland, as well as those holding teacher training qualifications, to teach *Religious Education* for up to 15 hours per week in a secondary school.

The programme may also be of interest and value to those who seek a structured approach to reflecting in a theological key upon the significant questions of life, to those who desire to delve more deeply into the theological thrust and existential demands of Catholic tradition, or to adults who wish to embrace greater responsibility, or take a more active role in their local church community. It is offered in two modes: a *hybrid mode*—consisting of online lectures on one evening each week and six on-campus residentials over the course of the academic year, and a *daytime mode*—consisting of on-campus lectures over three weekdays during the academic year.

The Higher Diploma in Theological Studies from St. Patrick’s Pontifical University, Maynooth attests to the completion of a substantial and coherent programme of learning. The Higher Diploma allows students to finish an accredited introductory programme in theology and to obtain a credential for it. The programme may, in due course, qualify other students to apply for Masters programmes in Theology or Pastoral Ministry, either at the Pontifical University or elsewhere.\*

As St. Patrick’s Pontifical University has the largest faculty of Catholic theology in Great Britain and Ireland, it can offer a complete curriculum of core theological and religious studies courses, as well as a broad offering of electives, which address the specific academic interests and professional needs of the various students. They include:

- *A general introduction to theology*, providing the necessary foundations for an academic engagement with theology in accordance with St. Anselm’s maxim of “faith seeking understanding.”
- *An introduction to the study of the Bible*, which through the study of particular Old Testament and New Testament books, explores the nature and significance of Jewish and Christian Scripture, the origins of the Bible, its literary forms, as well as its interpretation and significance today.
- *Systematic Theology*, which examines the meaning and implications of the core faith-affirmations of Christianity concerning God, Jesus, Church, and relationship of the human and the divine, and *Foundations of Worship* which presents a critical exploration of the character and history of Christian Liturgy

- *Moral Theology*, which explores the experience of morality and, in particular, the bearing of Christian faith on the moral and ethical living. Specific themes include: conscience, making moral decisions, the Bible and morality, bioethics, justice, morality and law, ethics in public life, peace and war, and ecology.
- The *History of Early Christianity* from the perspectives of both its origins and contemporary experience, as well as *World Religions*, which examines major world religions both in their own terms and their relationship to Christianity, and *Secular Belief Systems* and *Philosophy of Religion* which look at Christian and secular thought engages with the challenges and legitimate questions other belief systems.
- *Foundations in Religious Education*, which provides students with an introduction to the meaning, tradition and contemporary practice of religious education with a particular focus both on the teaching of Religious Education at post-primary level, with particular—but not exclusive—reference to Catholic Education.
- *Prayer and Praxis in East and West* is an academic and practical introduction to the richness of and variety of Christian prayer—the authentic existential engagement with the mystery of God’s embrace of all humanity.

## **Admission Requirements**

- A primary degree or its equivalent is required. Consideration will be given to all applications;
- Applicants whose first language is not English will be required to satisfy the English language requirements. See here for more information: <https://sppu.ie/english-language-requirements>;
- Candidates taking this course in its hybrid mode, in which much of the content being given on-line, are required to have basic academic computer skills and have access both to a computer and to the internet;
- St Patrick’s Pontifical University also accepts applications to its programmes from all prospective students who possess the ability, knowledge and experience through its widening participation schemes. The University operates a *Recognised Prior Learning* (RPL) and *Prior Experiential Learning* (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## Timetable

### *Hybrid Mode*

- Online lectures every Wednesday evening during term from 6.30–9.30 p.m. *and*
- Six on-campus weekend residentials (*Friday 6pm /Saturday 5pm*) in the course of the academic year; three in first semester, and three in second semester.

### *Daytime Mode*

- Fifteen hours on-campus per week, comprising of lecture and tutorials, over three days, according to the lecture timetables of the Pontifical University and Maynooth University.

## Programme of Study

### Hybrid Mode

Course Code	Title	Lecturer(s)	Semester	Credits
<b>Systematic Theology</b>				
ST 08404	Understanding Jesus Today	Scerri	1	5
ST 08405	Reason, Faith, and Revelation	McLean	1	5
ST 08403	The Church and its Sacraments	O'Donoghue	2	5
ST 08406	Grace and Anthropology	Furnal	2	2.5
<b>Moral Theology</b>				
MR 08405	Introduction to Moral Theology	Winright	1	2.5
MR 08403	Catholic Social Teaching	Hargaden	2	5
<b>Sacred Scripture</b>				
SC 08400	The Bible and its Worlds	O'Connell	1	5
SC 08401	The Old Testament: Moses, David, Isaiah, and Beyond	O'Riordan	1	5
SC 08403	The New Testament	Macnamara	2	5
<b>General Courses</b>				
TS 08112	Church History	Woods	1	2.5
LI 08400	Foundations of Worship	O'Donoghue	2	5

TS 08114	Philosophy of Religion and Secular Thought	Kerr	2	2.5
TS 08111	Introduction to World Religions	Grishin	2	5
<b>Electives</b>				
TS 08109	Foundations of Religious Education	Sheridan	1	5
OR				
MR08404	The Catholic Moral Tradition and Bioethics	Shortall	1	5
OR				
TS 08115	Engaging the Real • Prayer and Praxis in East and West	Mellett and O'Connell	1	5

### Daytime Mode

Candidates on the HDTS (Daytime) register to take 60 ECTS.

Course Code	Title	Lecturer(s)	Semester	Credits
<b>Systematic Theology</b>				
ST 08114	Ecclesiology	McLean	1	5
FC 08101	Revelation, Faith and Culture	Conway	1	5
ST 08109	Christology and Soteriology	Seerri	2	5
<b>Moral Theology</b>				
MR 08121	Introduction to Moral Theology	Corkery	1	5
MR 08340	Contemporary Issues in Bioethics	Corkery	2	2.5
<b>Sacred Scripture</b>				
SC 08139	Introduction to Scripture	Lungu	1	2.5
SC 08135	Risen Lord in a Pagan Empire	Macnamara	1	5
SC 08138	The Beginnings of God's People	Adjunct	2	5
SC 08337	Ecology and the Old Testament	Mellett	2	2.5

<b>General Courses</b>				
EH 08250	History of Early Christianity	Woods	1	5
LI 08151	Introduction to Liturgy	Tracey	2	5
<b>Elective</b>				
Students are required to take electives from the following modules in order to attain the required 60 credits.				
PY 08139	Academic Writing	McFadden	1	5
PY 08140	History of Medieval Philosophy	Kerr	2	5
PY 08142	The Philosophy of Augustine	McNamara	2	5
PY 08135	Phenomenology	Gorevan	2	5
AN 169	Anthropology Matters (MU)	Cervinkova and Maguire	2	7.5

\*Candidates considering application to a Masters programme are advised to explore and clarify the pertinent admission requirements with the Admissions Office before undertaking the *Higher Diploma in Theological Studies*.

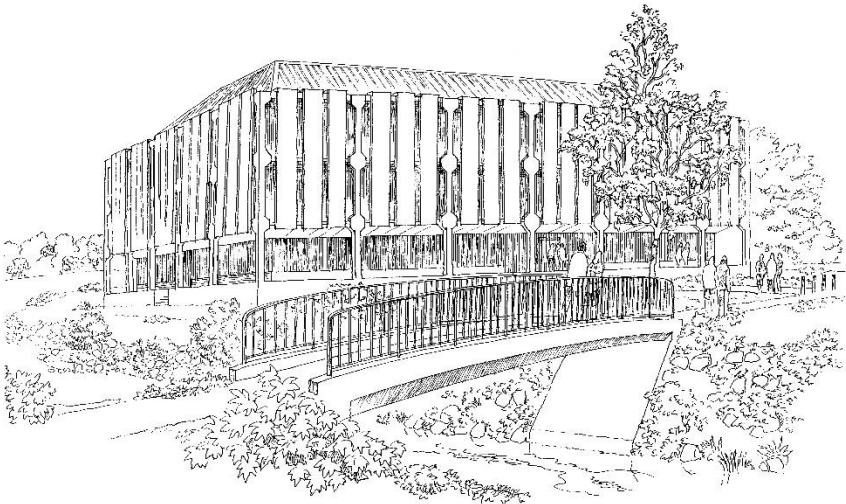
*Chapter V*

**Centre for Mission and Ministries**

**Programmes**

**in the**

**Faculty of Theology**



**Pope John Paul II Library**

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# The Maynooth Centre for Mission and Ministries

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*Director: Dr Jessie Rogers*

The *Maynooth Centre for Mission and Ministries*, located within the Faculty of Theology of the Pontifical University, exists to advance the participation of the Irish Church in the *Missio Dei* for the 21st Century. It fosters the life and mission of the church by attending to its pastoral practice, liturgical celebration, and reflective heart.

The work of the Centre has a three-fold focus

- practical theology;
- integrated formation, and
- interdisciplinary research.

Its activities are rooted in ongoing scholarship and a creative responsiveness to the ‘signs of the times’ in an evolving landscape. It seeks to be a valuable resource to parishes, pastoral areas, dioceses, religious communities and institutes, and faith-based agencies and organisations.

Rooted in the Catholic tradition and open to the work of the Spirit of God in the world, the Centre recognizes and seeks to support and develop a wide diversity of callings and giftedness among the people of God. It is committed in the first instance to go out to the margins and engage comprehensively with contemporary culture.

The ethos of the Maynooth Centre for Mission and Ministries is transformative, praxis-orientated, co-responsible, contextual, responsive and inclusive, founded on fundamental respect for the whole of creation.

It seeks to model communities of learning, research and liturgy and to empower partner organisations. The Centre is committed to peace-building, right relationships and dialogue with the other in the church and beyond.

The programmes delivered and associated with the centre foster these attitudes and values and are characterised by attention to service, theological reflection, human lived experience and the complex realities of the contemporary church in the world.

## **Admissions queries:**

E-mail: [cmmadmissions@spcm.ie](mailto:cmmadmissions@spcm.ie)

Telephone:

Ireland: 01-708-4772

International: +353-1-708-4772

## **Student queries:**

E-mail: [mcmm@spcm.ie](mailto:mcmm@spcm.ie)

Telephone:

Ireland: 01-708-4778

International: +353-1-708-4778

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# Certificates in Catholic Religious Education and Theological Studies

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*Programme Co-ordinator: Rev. Dr John-Paul Sheridan*

## Introduction

The Certificate and Post-Graduate Certificate in Catholic Religious Education and Theological Studies are offered alongside the Bachelor of Education and Professional Master's in Education (Primary Teaching) awarded by Maynooth University (MU). They are designed to educate teachers in foundational knowledge and equip them with the pedagogical skills necessary for communicating the Catholic faith in primary schools. Offered in collaboration with the Froebel Department of Primary and Early Childhood Education (Maynooth University), they aim to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

The Educational Writings of Friedrich Froebel (1782-1852) outline his philosophy on early childhood education, importance of play and activity, and child-centred methodologies. His writings have much in common with the philosophy at the heart of Catholic Education. From the point of view of equipping future teachers for Catholic schools, the following points are of particular relevance.

- The concept of the "unison" between nature and the human person is sprung from one and the same Creator. This is called "inner-connection";
- The recognition of truth begins in the real, visible world in the phenomena of nature, in which the laws of God are to be found, learned, and known as unchangeable.
- In all things, there lives and reigns an eternal law. This law is based on an eternal unity. This unity is God. All things have come from God, and have their origin in the Divine Unity, in God alone.

In line with the prerequisites of the Irish Catholic Bishops Conference, the programme presents the foundational disciplines of Catholic theology and models and practices of religious education that can enable teachers to teach in a child-centred, developmentally appropriate manner, while exploring the teacher's own Catholic identity, while respecting the diverse religious experience of contemporary society. Catholic schools in many jurisdictions, including Northern Ireland, the Great Britain and Australia, require an equivalent of this Certificate.

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## Certificate in Catholic Religious Education and Theological Studies

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<b>Subject</b>	Theology / Religious Education	<b>NFQ Level</b>	8
<b>Programme Duration</b>	4 Years Part Time	<b>Credits (ECTS)</b>	30

The *Certificate in Catholic Religious Education and Theological Studies* is offered alongside and in collaboration the *Bachelor of Education (Primary)* awarded by the Froebel Department of Primary and Early Childhood Education, Maynooth University.

It is designed to educate teachers in foundational knowledge and equip them with the pedagogical skills necessary for communicating the Catholic faith in primary schools. It aims to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

In line with the prerequisites of the Irish Catholic Bishops Conference, the programme presents the foundational disciplines of Catholic theology and models and practices of religious education that can enable teachers to teach in a child-centred, developmentally appropriate manner, while exploring the teacher's own Catholic identity, while respecting the diverse religious experience of contemporary society. Catholic schools in many jurisdictions, including Northern Ireland, the Great Britain and Australia, require an equivalent of this Certificate.

### Programme Components

#### *Bachelor of Education*

Within the Bachelor of Education itself, Religious Education has parity of standing and esteem with other core subjects. Acknowledging the central role of Religious Education for the benefit of the child, and in the Irish Curriculum, they consider the underpinnings, philosophies and approaches to Religious Education from different perspectives, including catechetical, pedagogical, programmatic, inter-religious and inter-denominational, and the contemporary debate on Religious Education.

#### *Certificate in Religious Education*

(A) Religious Education: The Certificate wishes to concretely equip future teachers for Catholic schools. Further modules in Religious Education are offered within the Certificate in order to deepen the faith-formative requirements of teacher education. The modules are designed to allow learners internalise the richness of Catholic traditions and theologies of education, deepen their own vocational identity as Catholic teachers, and equip them to become confident and competent religious educators in Catholic schools and communities. They will directly and comprehensively address the skills, experiences, and resources required to deliver an Irish Catholic Religious Education Programme.

(B) Theology: An additional distinctive element of the Certificate is that it draws on the experience, expertise and resources of the Faculty of Theology, St. Patrick's Pontifical University, Maynooth. Design of the theological components took into account the programme learning outcomes, the requirements of the Irish Episcopal Conference, the structure of the Bachelor of Education, the Primary School Religious Education Curriculum and the integrity of the tapestry of theology itself.

### **Admission Requirements**

Applicants must be undertaking a *Bachelor of Education* at the Froebel Department of Primary and Early Childhood Education

### **Programme of Study**

On successful completion of the programme, a graduate should be able to:

- Knowledge* Demonstrate relevant knowledge of Catholic theology and practice.  
Exhibit an awareness of the theological and pedagogical foundations of Religious Education at primary level  
Recognise important issues in relation to contemporary education in the Catholic school sector.  
Demonstrate an awareness of the religious experience in the church community and wider culture.
- Skill* Explore relevant insights of Catholic theology, practice and religious education.  
Develop lesson plans appropriate to the developmental level of children and in line with the proposed curriculum.  
Compose ritual and prayer-service for the classroom and the school community, consistent with the Catholic tradition.  
Employ practices that develop personal and professional development.
- Competence* Capable of grasping the unity Catholic theology, practice, and religious education.  
Apply the knowledge and skills necessary to deliver a religious education curriculum.  
Evaluate, promote, and challenge if necessary, pedagogical and school practices, from the perspective of the Catholic tradition.  
Act as a self-motivated and reflective practitioner.

## Module Descriptors

### **RE101 - Christian Belief: Faith, Creed and Trinity**

To introduce learners to foundational themes in theology and their connections. Themes include: anthropology and Christology, revelation and faith, Scripture and Tradition, and the significance of a Trinitarian understanding of God.

### **RE102 - Sacred Scripture (I)**

Through extended engagement with the Gospel of Luke, this module will permit the student to come to a first-hand knowledge of New Testament and its core texts, motifs and contexts. This first-hand knowledge will, in turn, provide the foundation for an active engagement with key gospel passages which lie at teacher's handing on of the faith.

### **RE103 - Sacred Scripture (II)**

Building upon the foundation of the New Testament module, this module will introduce key characters in and for the journey of faith, with a particular focus on key foundational narratives—the creation of humanity, the call of Abraham, the exodus from Egypt, and the anointing of David.

### **RE104 - Christian Morality (I)**

To introduce learners to dynamic of Christian moral reflection and action. It aims to facilitate learners explore the specific features of Christian morality, identify the primary principles moving moral discourse, and employ a Christian perspective in deliberation towards action. By relating morality to the mature integration of the person, the course will draw out specific connections to the moral and spiritual development of the child.

### **RE105 - Christian Morality (II)**

The Christian life has often been described as a call to live in right relationships – with self, others and creation. This module will explore this aspect of Christian discipleship with particular reference to issues of justice [interpersonal and societal], human stewardship and Christian witness in society.

### **RE106 - The Church at Prayer**

The aim of this module is to introduce the participants to an understanding of the role, meaning and function of sacramental and liturgical celebrations in Christianity and especially in the Catholic Church. Beginning with the core theological category of the worshipping community as the Church, the module will explore how the Church is made manifest in its liturgical activity.

### **RE107 - Introduction to Religious Education and Catechesis**

This module is in three parts: To introduce the student to the foundation and aims of religious education in the Catholic Church as prescribed in the *General Directory for Catechesis*, the *Catechism of the Catholic Church*, *Catechesi Tradendae* and other

pertinent documents of the Catholic Church, both universal and local. To introduce the student to an understanding of catechesis, as it is found in Church documents and as it is understood in the Catholic Church.

**RE108 - Religious Education (Applied) Junior Classes**

The emphasis of the module is a practical introduction to the programme, with an emphasis on theory application and skills training. This module will prepare the student to teach Religious Education and Catechesis in a Catholic primary school. It will introduce the learners to the *Grow in Love* programme as taught in the first four years of primary school.

**RE109 - Religious Education (Applied) Senior Classes**

The emphasis of the module is a practical introduction to the programme, with an emphasis on theory application and skills training. This module will prepare the student to teach Religious Education and Catechesis in a Catholic primary school. The module will introduce the learners to the *Alive-O* and *Grow in Love* programmes as taught in the 3<sup>rd</sup> – 6<sup>th</sup> classes in primary school.

**RE110/EDF135 - Educational Foundations of Religious Education I**

See *Maynooth University Froebel Department of Primary and Early Childhood Education*

**RE111/EDF 2326 - Diversity and Dialogue in Religious Education II**

See *Maynooth University Froebel Department of Primary and Early Childhood Education*

Certificate in Catholic Religious Education and Theological Studies				
Code	Module	Lecturer	Hours	Year
RE08101	Christian Belief: Faith, Creed and Trinity	Woods	20	1
RE08102	Sacred Scripture I (New Testament)	Clare	10	2
RE08103	Sacred Scripture II (The Old Testament)	Rogers	10	3
RE08104	Christian Morality I (Foundations)	Somers	10	3
RE08105	Christian Morality II (Living in Right Relationships)	TBA	10	4
RE08106	The Church at Prayer	Sheridan	20	4
RE08107	Introduction to Religious Education and Catechesis	Sheridan	12	1
RE08108	Religious Education Applied (Junior Classes)	Sheridan	10	2
RE08109	Religious Education Applied (Senior Classes)	Sheridan	10	3
RE08110/ EDF 135	Educational Foundations of Religious Education I	Froebel	20	1
RE08111/ EDF 236	Educational Foundations of Religious Education II	Froebel	20	2

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## Post-Graduate Certificate in Catholic Religious Education and Theological Studies

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<b>Subject</b>	Theology / Religious Education	<b>NFQ Level (equivalent)</b>	8
<b>Programme Duration</b>	2 Years Part Time	<b>Credits (ECTS)</b>	10

The *Post-Graduate Certificate in Catholic Religious Education and Theological Studies* is offered alongside and in collaboration with the *Professional Master's in Education (Primary)* awarded by the Froebel Department of Primary and Early Childhood Education, Maynooth University.

It is designed to inform student teachers of foundational knowledge and furnish them with the pedagogical skills necessary for transmitting the Catholic tradition in primary schools of a Catholic Ethos, and aims to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

The programme meets the prerequisites of the Irish Catholic Bishops Conference in offering foundational disciplines of Catholic theology and models and practices of religious education. It is devised to enable teachers to teach in a child-centred, developmentally appropriate manner, while exploring the teacher's own Catholic identity and the diverse contemporary religious experience. Catholic schools in many jurisdictions, including Northern Ireland, Great Britain and Australia, require an equivalent of this Certificate.

### Programme Components

#### *Professional Masters of Education*

Within the Professional Masters of Education itself, Religious Education has parity of standing and esteem with other core subjects. Acknowledging the central role of Religious Education for the benefit of the child, and in the Irish Curriculum, they consider the underpinnings, philosophies, and approaches to Religious Education from different perspectives, including catechetical, pedagogical, programmatic, inter-religious and inter-denominational, and the contemporary debate on Religious Education.

#### *Certificate in Religious Education*

(A) Religious Education: The Certificate wishes to concretely equip future teachers for Catholic schools. Further modules in Religious Education are offered within the Certificate in order to deepen the faith-formative requirements of teacher education. The modules are designed to allow learners internalise the richness of Catholic traditions and theologies of education, deepen their own vocational identity as Catholic

teachers, and equip them to become confident and competent religious educators in Catholic schools and communities. They will directly and comprehensively address the skills, experiences, and resources required to deliver an Irish Catholic Religious Education Programme.

(B) Theology: An additional distinctive element of the Certificate is that it draws on the experience, expertise and resources of the Faculty of Theology, St. Patrick's Pontifical University, Maynooth. Design of the theological components took into account the programme learning outcomes, the requirements of the Irish Episcopal Conference, the structure of the Master's in Education, the Primary School Religious Education Curriculum and the integrity of the tapestry of theology itself.

The grid summarises the course in terms of the module titles, the required assessment, the contact hours, credits awarded for each module and the year within which the learners will be required to undertake the modules.

<b>Post-Graduate Certificate in Catholic Religious Education and Theological Studies</b>				
<b>Code</b>	<b>Module</b>	<b>Lecturer</b>	<b>Hours</b>	<b>Year</b>
RE 08401	Introduction to Religious Education, Catechesis and Liturgy	Sheridan	20	1
RE 08402	Christian Belief	Woods	10	1
RE 08403	Christian Scripture/Morality	Maher	20	2
RE08404/ EDF607	Foundations of Religious Education	Froebel	20	1
RE08405/ EDF626	World Religions, Ecumenism, and Inter-Faith Dialogue	Froebel	20	2

### **Admission Requirements**

Applicants must be undertaking a *Professional Masters in Education (Primary)* at the Froebel Department of Primary and Early Childhood Education

### **Programme of Study**

On successful completion of the programme, a graduate should be able to:

- Knowledge*
- Relate relevant knowledge of Catholic theology and practice
  - Recognise the theological and pedagogical foundations of RE at primary level
  - Identify significant issues in the Catholic school sector, with regard to education
  - Exhibit an awareness of the religious experiences of an ecclesial community and wider culture.
- Skill*
- Explore the insights of Catholic theology and practice.

Compile lesson plans appropriate to the developmental level of children and in line with the proposed curriculum  
 Construct classroom and school community rituals and prayer-service, consistent with the Catholic tradition  
 Apply practices required for personal and professional development.  
*Competence* Capable of synthesising Catholic theology and religious education  
 Employ the knowledge and skills necessary to deliver a religious education curriculum  
 Consider, and critique if necessary, pedagogical and school practices, from the perspective of the Catholic tradition  
 Act as a self-motivated and reflective practitioner.

## **Module Descriptors**

### **RE401 - Introduction to Religious Education, Catechesis and Liturgy**

To introduce the learners to the philosophy, aims and objectives of the Catholic school and to the foundation and aims of religious education and catechesis as it is understood in the Catholic Church, based on the Conciliar and post-Conciliar documents. To introduce the learners to the philosophy, aims, methodologies and content of the Irish Catechetical Programmes. To introduce the learners to an understanding of Sacramentality and liturgy, and in particular the place of liturgy and ritual in religious education and catechesis. To acquaint the learners with the sacramental preparation of pupils for the Sacraments of First Reconciliation, First Eucharist and Confirmation.

### **RE402 - Christian Belief**

To introduce learners to foundational themes in theology and their connections. Themes include: Anthropology and Christology, Revelation and Faith, Scripture and Tradition, and the significance of a Trinitarian understanding of God.

### **RE403 - And God saw that it was very good! *Introduction to Sacred Scripture and Christian Ethics***

This module sets out to explore the Christian vision of the human person and how a person (one) might read, interpret, and receive the Word of the Living God, within themselves, within the world and within the Bible. Therefore, it seeks to integrate a contemporary view of the human person and a contemporary narrative critical approach to the interpretation of the Bible. To achieve this, the module will explore, from within the Catholic tradition, the Christian vision of the human person, of human life and of the Bible, as the concrete expression of the Word of God.

### **RE404/EDF607 - Educational Foundations of Religious Education**

*See Maynooth University Froebel Department of Primary and Early Childhood Education*

### **RE405/EDF626 - World Religions, Ecumenism, and Inter-Faith Dialogue**

*See Maynooth University Froebel Department of Primary and Early Childhood Education*

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# Diploma in Pastoral Theology

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*Programme Co-ordinator:* Eileen O’Connell OP, MTh, MA

<b>Subject</b>	Theology	<b>NFQ Level (eqvl)</b>	7
<b>Programme Duration</b>	1 Year Full Time/ 2 Years Part Time	<b>Credits (ECTS)</b>	60

The Diploma in Pastoral Theology (Parish/Community-Based) programme offers initial formation for ministry leadership in the Church. It prepares learners to minister effectively in a peer relationship with other pastoral ministers and for exercising the responsibilities of ministry, especially leadership in public prayer, pastoral care and spiritual accompaniment, and building and strengthening community.

This includes acquiring specialised skills to teach in diverse settings, provide effective catechetical and faith formation, and exercise responsible stewardship of parish personnel and resources. This level allows learners to develop a specialised knowledge of theological principles as these relate to ministry practice.

The programme further prepares learners to:

- be reflective in their future ministry practice;
- express an internalised personal worldview, achieving self-awareness as this relates to pastoral ministry;
- interact effectively in a peer-support group setting;
- identify and analyse different ministerial approaches and pastoral responses;
- exercise appropriate ministry practice in a variety of contexts.

*This Diploma follows the same academic and placement schedules as the Higher Diploma in Pastoral Theology, and is awarded on the successful completion of one year’s full-time or two year’s part-time engagement.*

## **Programme Learning Outcomes**

Upon successful completion of this programme, graduates will be able to:

- 1) minister and offer pastoral care to persons and groups in various life and crisis situations as an experienced and skilled minister within one’s strengths, limitations, and competencies
- 2) work collaboratively with professional colleagues and exercise leadership as servants within church and society
- 3) reflect critically and theologically on the experience of Christian life and on pastoral care, mission, and ministry
- 4) explore how to further the mission of God in contemporary society and plan for the development of ministry in specific pastoral contexts
- 5) recognise and identify the connection between their academic study for, and practice of, ministry and relate biblical texts and ecclesial documents to human experience and to wider cultural, social, and religious contexts

6) engage in self-reflective practice, with capacity for self-understanding, as person and minister; recognise the attitudes, values, assumptions that influence ministry, and understand how ministerial approaches affect others.

## Admission Requirements

In order to register for courses leading to the Diploma in Pastoral Theology, learners:

- must have sufficient and appropriate experience in parish-based or other pastoral ministry to be considered for entry. Such learners may be required to take courses in theology to qualify for admission
- learners whose first language is not English will be required to satisfy the English language requirement
- successful individual and group interviews are an essential part of the selection process.

St Patrick’s Pontifical University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## Programme of Study\*

The structure of the Diploma programme reflects an equal weighting of importance between the academic learning (50%) and pastoral practice (50%).

MODULE CODE	MODULE TITLE	LECTURE R	SEM	CREDIT
PT07430	Pastoral Practice	Kelly, O’Connell	YL	30 ECTS
PT07431	Prayer Leadership	O’Connell Lynch	YL	7.5 ECTS
PT07432	Caring and Spiritual Accompaniment in Community	Rogers	YL	5 ECTS
PT07434	Theology and Pastoral Ministry	Cullen	YL	7.5 ECTS
PT07435	Organisational Leadership in Ministry Contexts	McGrath	YL	5 ECTS
PT07437	Healthcare Chaplaincy: Ministry of Presence and Visitation	Shortall	S1	2.5 ECTS
PT07438	Educational Chaplaincy: Ministry of Catechesis and Faith Formation	Sheridan	S2	2.5 ECTS

*\*This programme is subject to revision. Learners will be informed of any changes prior to beginning the programme.*

## Module Descriptors

### **PT07430: Pastoral Practice**

This module seeks to connect academic study of theology with placement-based education in approved, supervised youth ministry settings. In weekly facilitated Pastoral Theological Reflection Groups with peers, learners explore and interrogate their ministry experiences in light of their academic and practice-based learning.

### **PT07431: Prayer Leadership**

This module introduces learners to the spiritual and intellectual contours of Christian prayer, and its practice in liturgical and pastoral contexts. As well as providing an overview of the various forms of Christian prayer, it provides a formation in prayer leadership, and framework to acquire the knowledge and skills that are necessary to effectively lead and guide people in prayer. Participants explore the theological foundations of public prayer and liturgy. Through a combination of prayer and reflective practice (with a particular emphasis on *lectio divina*), study, reading, leading sessions, and learners deepen their own prayer awareness and develop competence in leading shared prayer in its diverse forms.

### **PT07432: Caring and Spiritual Accompaniment in Community**

This module introduces the ethos and methodologies of differing forms of accompaniment: Pastoral Counselling and Spiritual Accompaniment. Learners are introduced to interpersonal skills and aptitudes required for accompaniment. It familiarises learners with best professional practices in counselling and spiritual support while drawing upon the resources of the Christian tradition. The module differentiates between different types of accompaniment and the settings and practices appropriate to each. It pays particular attention to questions of appropriate boundaries and when and how to refer for professional counselling.

### **PT07434: Theology and Pastoral Ministry**

This module introduces learners to the nature of pastoral and practical theology and the theological foundations of Christian discipleship and ministry. It explores key features of pastoral practice in varying contexts; draws out the pastoral and ministerial implications of major theological themes and the importance of theological hermeneutics; introduces learners to the basic models of theological reflection and concepts of contextual theology, including methodological issues, providing a brief overview of Bevans' classic models of contextual theology.

### **PT07435: Organisational Leadership in Ministerial Contexts**

This module aims to prepare learners to embody systems leadership within ministerial contexts. It endeavours to build their capacity to bring forth or foster active participation and collective leadership (also referred to as authoritative membership) in the face of complex, systemic challenges, which impact effective ministry in the contemporary world. This learning is valuable to those active in any part of a community or organisation, not only those appointed to formal positions of leadership.

### **PT07437: Healthcare Chaplaincy: Ministry of Presence and Visitation**

This module provides a forum for learners to reflect on the Christian commitment to act in solidarity with the sick and dying. It unpacks fundamental theological assumptions and outlines, in an introductory manner, the processes of loss and acceptance, and an articulation of hope through the resources of the Christian tradition. It addresses key ethical and professional issues, facilitating the learner to consider key pastoral and professional principles and practices in a healthcare setting, and critically evaluate the appropriateness of different approaches to pastoral care.

### **PT07438: Educational Chaplaincy: Ministry of Catechesis and Faith Formation**

This module introduces learners to the foundation, aims, and concepts of religious education, catechesis, and Catholic Education in furtherance of their education in pastoral ministry. It provides learners with a knowledge of the life and work of Irish primary schools under Catholic Patronage, while assisting them in understanding the spirituality of the child. They gain understanding of the primary school religious education programme and how this integrates into the work of a chaplain, in particular the prayer-life and sacramental preparation and celebration of the class.

## **Learning Ethos**

This Diploma programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Learning happens through course work, participation in seminars, presentations, human development, exploration of the learner's own personal faith journey, and placement education. While classes are normally on Thursday and Friday of each week, learners may be required to attend courses and seminars that are only available outside these times.

## **Pastoral Practice**

Learners engage in placement, in a parish or equivalent setting, from October to April. Typically, basic areas of ministerial practice within the placement setting include primary-level catechesis, second-level chaplaincy and/or catechesis, and parish/community based ministry

*One Year, Full-Time learners:* Placement usually takes place between Sunday and Wednesday of each week, for an average of 19 hours per week, along with a number of block placements with an extended contact time of 22-25 hours per week. During the summer semester, learners complete a unit of Clinical Pastoral Education over a 10-12 week block in an accredited hospital. Learners are on campus for lectures during two days, Thursday and Friday, on average 12-14 hours, per week.

*Two Year, Part-Time learners:* Placement usually takes place between Sunday and Wednesday of each week in the two academic years, for an average of 9.5 hours per week, along with a number of block placements with an extended contact time of 11-12.5 hours per week. During the summer semester, learners complete a unit of Clinical Pastoral Education over a 10-12 week block in an accredited hospital. Typically, part-time learners take the modules timetabled on one day during the first year and take the remaining modules in the second year.

Placements are arranged by the PT430 Pastoral Practice Module Lead in collaboration with the learner. The Pastoral Practice module includes the following: mentoring support with an on-site Placement Contact Person, or Designated Alternate; pastoral supervision/one-to-one consultation with an assigned staff mentor in the Pontifical University; two visits by an assigned External Pastoral Placement Appraiser; participation in weekly small-group pastoral theological reflection group; and an end-of-year integration day. The placement is a central context for learning and growth, and is fundamental for the overall pastoral formation of learners.

### **Clinical Pastoral Education**

Learners will undertake one unit of Clinical Pastoral Education (CPE) or its equivalent (12 weeks). CPE is a professional education for ministry conducted in the hospital setting. The course includes development of self-understanding and the foundation for the practice of pastoral care. CPE is a supervised course, which learners apply for independently and take after completion of the core modules and parish placement. CPE is a qualifying course for the completion of the Diploma programme, and the CPE placement site is arranged in collaboration with the Programme Co-ordinator.

### **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments as outlined within the module descriptors. The processes of assessment for the Pastoral Practice module include: placement appraisal visits (two) and a pastoral practice portfolio. Learners need to pass all components of assessments in order to pass the respective module.

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# Higher Diploma in Pastoral Theology

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*Programme Co-ordinator: Eileen O’Connell OP, MTh, MA*

<b>Subject</b>	Theology	<b>NFQ Level (eqiv)</b>	8
<b>Programme Duration</b>	1 Year Full Time/ 2 Year(s) Part Time*	<b>Credits (ECTS)</b>	60

The Higher Diploma in Pastoral Theology (Parish/Community-Based) programme offers initial formation for ministry leadership in the Church. It prepares learners to minister effectively in a peer relationship with other pastoral ministers and for exercising the responsibilities of ministry, especially leadership in public prayer, pastoral care and spiritual accompaniment, and building and strengthening community. This includes acquiring specialised skills to teach in diverse settings, provide effective catechetical and faith formation, and exercise responsible stewardship of parish personnel and resources. This level allows learners to develop a specialised knowledge of theological principles as these relate to ministry practice.

The programme further prepares learners to:

- be reflective in their future ministry practice;
- express an internalised personal worldview, achieving self-awareness as this relates to pastoral ministry;
- interact effectively in a peer-support group setting; identify and analyse different ministerial approaches and pastoral responses;
- exercise appropriate ministry practice in a variety of contexts;
- develop organisational/administrative, communication, and leadership skills.

*This Higher Diploma follows the same academic and placement schedules as the Diploma in Pastoral Theology and is awarded on the successful completion of one year’s full-time or two year’s part-time engagement.*

## Programme Learning Outcomes

Upon successful completion of this programme, learners will be able to:

- 1) minister and offer pastoral care to persons and groups in various life and crisis situations as experienced and skilled ministers abiding by best practice and ethical standards
- 2) serve as competent, skilful pastoral leaders, capable of exercising initiative and independent thinking while working collaboratively with professional colleagues in ministry
- 3) reflect critically and theologically on the experience of Christian life and discern the presence of God in pastoral care, mission, and ministry

- 4) critique and differentiate ministerial approaches, and exercise judgment in planning for the development of pastoral responses appropriate to the complexity of contemporary society
- 5) demonstrate a critical understanding of the interface between academic learning, contextual theologies, and contemporary mission and ministry in parishes and communities
- 6) engage habitually in self-reflective practice, with capacity for self-understanding, as person and minister; recognise the attitudes, values, assumptions that influence ministry, and for understanding how ministerial approaches affect others
- 7) employ basic research methods appropriate to theological studies and pastoral ministry.

## **Admission Requirements**

In order to register for courses leading to the Higher Diploma in Pastoral Theology, learners:

- a level 8 qualification with at least 60 ECTS credits in Theology
- learners whose first language is not English will be required to satisfy the English language requirement
- successful individual and group interviews are an essential part of the selection process.

Candidates with a primary degree in which theology is at least a minor component and deemed to have sufficient and appropriate experience in pastoral ministry may be admitted. These learners may be required to take courses in theology to qualify for admission.

St Patrick's Pontifical University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## Programme of Study\*

The structure of the Higher Diploma programme reflects an equal weighting of importance between the academic learning (50%) and pastoral practice (50%).

MODULE CODE	MODULE TITLE	LECTURER	SEM	CREDIT
PT08430	Pastoral Practice	Kelly, O'Connell	YL	30 ECTS
PT08431	Prayer Leadership	O'Connell, Kane	YL	7.5 ECTS
PT08432	Caring and Spiritual Accompaniment in Community	Rogers	YL	5 ECTS
PT08434	Theology and Pastoral Ministry	Cullen	YL	7.5 ECTS
PT08435	Organisational Leadership in Ministry Contexts	McGrath	YL	5 ECTS
PT08437	Healthcare Chaplaincy: Ministry of Presence and Visitation	Shortall	S1	2.5 ECTS
PT08438	Educational Chaplaincy: Ministry of Catechesis and Faith Formation	Sheridan	S2	2.5 ECTS

*\*This programme is subject to revision. Learners will be informed of any changes prior to beginning the programme.*

## Module Descriptors

### **PT08430: Pastoral Practice**

This module seeks to connect academic study of theology with placement-based education in approved, supervised youth ministry settings. In weekly facilitated Pastoral Theological Reflection Groups with peers, learners explore and interrogate their ministry experiences in light of their academic and practice-based learning.

### **PT08431: Prayer Leadership**

This module introduces learners to the spiritual and intellectual contours of Christian prayer, and its practice in liturgical and pastoral contexts. As well as providing an overview of the various forms of Christian prayer, it provides a formation in prayer leadership, and framework to acquire the knowledge and skills that are necessary to

effectively lead and guide people in prayer. Participants explore the theological foundations of public prayer and liturgy. Through a combination of prayer and reflective practice (with a particular emphasis on *lectio divina*), study, reading, leading sessions, and learners deepen their own prayer awareness and develop competence in leading shared prayer in its diverse forms.

#### **PT08432: Caring and Spiritual Accompaniment in Community**

This module introduces the ethos and methodologies of differing forms of accompaniment: Pastoral Counselling, and Spiritual Accompaniment. Learners are introduced to interpersonal skills and aptitudes required for accompaniment. It familiarises learners with best professional practices in counselling and spiritual support while drawing upon the resources of the Christian tradition. The module differentiates between different types of accompaniment and the settings and practices appropriate to each. It pays particular attention to questions of appropriate boundaries and when and how to refer for professional counselling.

#### **PT08434: Theology and Pastoral Ministry**

This module introduces learners to the nature of pastoral and practical theology and the theological foundations of Christian discipleship and ministry. It explores key features of pastoral practice in varying contexts; draws out the pastoral and ministerial implications of major theological themes and the importance of theological hermeneutics; introduces learners to the basic models of theological reflection and concepts of contextual theology, including methodological issues, providing a brief overview of Bevens' classic models of contextual theology.

#### **PT08435: Organisational Leadership in Ministerial Contexts**

This module aims to prepare learners to embody systems leadership within ministerial contexts. It endeavours to build their capacity to bring forth or foster active participation and collective leadership (also referred to as authoritative membership) in the face of complex, systemic challenges, which impact effective ministry in the contemporary world. This learning is valuable to those active in any part of a community or organisation, not only those appointed to formal positions of leadership.

#### **PT08437: Healthcare Chaplaincy: Ministry of Presence and Visitation**

This module provides a forum for learners to reflect on the Christian commitment to act in solidarity with the sick and dying. It unpacks fundamental theological assumptions and outlines, in an introductory manner, the processes of loss and acceptance, and an articulation of hope through the resources of the Christian tradition. It addresses key ethical and professional issues, facilitating the learner to consider key pastoral and professional principles and practices in a healthcare setting, and critically evaluate the appropriateness of different approaches to pastoral care.

### **PT08438: Educational Chaplaincy: Ministry of Catechesis and Faith Formation**

This module introduces learners to the foundation, aims, and concepts of religious education, catechesis, and Catholic Education in furtherance of their education in pastoral ministry. It provides learners with a knowledge of the life and work of Irish primary schools under Catholic Patronage, while assisting them in understanding the spirituality of the child. They gain understanding of the primary school religious education programme and how this integrates into the work of a chaplain, in particular the prayer-life and sacramental preparation and celebration of the class.

### **Learning Ethos**

This Higher Diploma programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Learning happens through course work, participation in seminars, presentations, human development, exploration of the learner's own personal faith journey, and through placement. While classes are normally on Thursday and Friday of each week, learners may be required to attend courses and seminars that are only available outside these times.

### **Pastoral Practice**

Learners engage in placement in a parish or equivalent context, from October to April. Typically, basic areas of ministerial practice within the placement site include primary-level catechesis, second-level chaplaincy and/or catechesis, and parish/community based ministry.

*One Year, Full-Time learners:* Placement usually takes place between Sunday and Wednesday of each week, for an average of 19 hours per week, along with a number of block placements with an extended contact time of 22-25 hours per week. During the summer semester, learners complete a unit of Clinical Pastoral Education over a 10-12 week block in an accredited hospital. Learners are on campus for lectures during two days, Thursday and Friday, on average 12-14 hours, per week.

*Two Year, Part-Time learners:* Placement usually takes place between Sunday and Wednesday of each week in the two academic years, for an average of 9.5 hours per week, along with a number of block placements with an extended contact time of 11-12.5 hours per week. During the summer semester, learners complete a unit of Clinical Pastoral Education over a 10-12 week block in an accredited hospital. Typically, part-time learners take the modules timetabled on one day during the first year and take the remaining modules in the second year.

Placements are arranged by the PT430 Pastoral Practice Module Lead in collaboration with the learner. The Pastoral Practice module includes the following: mentoring

support with an on-site Placement Contact Person, or Designated Alternate; pastoral supervision/one-to-one consultation with an assigned staff mentor in the Pontifical University; two visits by an assigned External Pastoral Placement Appraiser; participation in weekly small-group pastoral theological reflection group; and an end-of-year integration day. The placement is a central context for learning and growth, and is fundamental for the overall pastoral formation of learners.

### **Clinical Pastoral Education**

Learners will undertake one unit of Clinical Pastoral Education (CPE) or its equivalent (12 weeks). CPE is a professional education for ministry conducted in the hospital setting. The course includes development of self-understanding and the foundation for the practice of pastoral care. CPE is a supervised course, which learners apply for independently and take after completion of the core modules and parish placement. CPE is a qualifying course for the completion of the Diploma programme, and the CPE placement site is arranged in collaboration with the Programme Co-ordinator.

### **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments as outlined within the module descriptors. The processes of assessment for the Pastoral Practice module include: placement appraisal visits (two) and a pastoral practice portfolio. Learners need to pass all components of assessments in order to pass the respective module.

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# Higher Diploma in Pastoral Theology (Healthcare Chaplaincy)

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*Programme Co-ordinator:* Maureen Kelly, MA

<b>Subject</b>	Theology	<b>NFQ Level (eqlv)</b>	8
<b>Programme Duration</b>	1 Year Full Time/ 2 Year(s) Part Time*	<b>Credits (ECTS)</b>	60

The Higher Diploma in Pastoral Theology (Healthcare Chaplaincy) programme leads to a qualification which is a recognised and direct path to certification as a Catholic Healthcare Chaplain, approved by the Healthcare Chaplaincy Board of the Irish Catholic Bishops' Conference. This programme forms part of initial formation for chaplaincy leadership in a healthcare setting. It prepares learners to minister effectively in collaboration with multi-disciplinary healthcare colleagues in the provision of holistic healthcare. It prepares learners to use advanced skills in professional caring ministry, especially leadership in prayer, pastoral care, and accompaniment with persons who suffer because of illness, trauma, tragedy, grief and bereavement. The course is structured to ensure the integration of academic study with placement experiences in healthcare settings, so that learners establish a sense of ministerial identity and exercise appropriate judgment in ministry.

The programme further prepares learners to:

- be reflective in their future ministry practice;
- express a comprehensive, internalised personal worldview, achieving self-awareness and critical reflection as these relate to pastoral ministry;
- interact effectively in a peer-support group setting; identify and analyse different ministerial approaches and pastoral responses;
- exercise appropriate ministry practice in a variety of contexts;
- develop organisational/administrative, communication, and leadership skills.

*This Higher Diploma follows the same academic and placement schedules as the Diploma and Higher Diploma in Pastoral Theology, and is awarded on the successful completion of one year's full-time or two year's part-time engagement.*

## **Admission Requirements**

In order to register for courses leading to the Higher Diploma in Pastoral Theology (Healthcare Chaplaincy), learners:

- A level 8 qualification with at least 60 ECTS credits in Theology
- learners whose first language is not English will be required to satisfy the English language requirement

- successful individual and group interviews are an essential part of the selection process.

Candidates with a primary degree in which theology is at least a minor component and deemed to have sufficient and appropriate experience in pastoral ministry may be admitted. These learners may be required to take courses in theology to qualify for admission.

University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

*Candidates who are interested in part-time engagement must indicate this preference at application stage.*

### **Programme of Study\***

The structure of the Higher Diploma programme reflects an equal weighting of importance between the academic learning (50%) and pastoral practice (50%).

MODULE CODE	MODULE TITLE	LECTURER	SEM	CREDIT
PT08430	Pastoral Practice	Kelly, O'Connell	YL	30 ECTS
PT08431	Prayer Leadership	O'Connell, Lynch	YL	7.5 ECTS
PT08432	Caring and Spiritual Accompaniment in Community	Rogers	YL	5 ECTS
PT08434	Theology and Pastoral Ministry	Cullen	YL	7.5 ECTS
PT08435	Organisational Leadership in Ministry Contexts	McGrath	YL	5 ECTS
PT08436	Healthcare Chaplaincy: Leadership Ministry of Healing and Justice	Shortall	YL	5 ECTS

*\*This programme is subject to revision. Learners will be informed of any changes prior to beginning the programme.*

## Module Descriptors

### **PT08430: Pastoral Practice**

This module seeks to connect academic study of theology with placement-based education in approved, supervised youth ministry settings. In weekly facilitated Theological Reflection Groups, with peers, learners explore and interrogate their ministry experiences in light of their academic and practice-based learning.

### **PT08431: Prayer Leadership**

This module introduces learners to the spiritual and intellectual contours of Christian prayer, and its practice in liturgical and pastoral contexts. As well as providing an overview of the various forms of Christian prayer, it provides a formation in prayer leadership, and framework to acquire the knowledge and skills that are necessary to effectively lead and guide people in prayer. Participants explore the theological foundations of public prayer and liturgy. Through a combination of prayer and reflective practice (with a particular emphasis on *lectio divina*), study, reading, leading sessions, and learners deepen their own prayer awareness and develop competence in leading shared prayer in its diverse forms.

### **PT08432: Caring and Spiritual Accompaniment in Community**

This module introduces the ethos and methodologies of differing forms of accompaniment: Pastoral Counselling, Moral Guidance and Spiritual Accompaniment. Learners are introduced to interpersonal skills and aptitudes required for accompaniment. It familiarises learners with best professional practices in counselling and spiritual support while drawing upon the resources of the Christian tradition. The module differentiates between different types of accompaniment and the settings and practices appropriate to each. It pays particular attention to questions of appropriate boundaries and when and how to refer for professional counselling.

### **PT08434: Theology and Pastoral Ministry**

This module introduces learners to the nature of pastoral and practical theology and the theological foundations of Christian discipleship and ministry. It explores key features of pastoral practice in varying contexts; draws out the pastoral and ministerial implications of major theological themes and the importance of theological hermeneutics; introduces learners to the basic models of theological reflection and concepts of contextual theology, including methodological issues, providing a brief overview of Bevans' classic models of contextual theology.

### **PT08435: Organisational Leadership in Ministerial Contexts**

This module aims to prepare learners to embody systems leadership within ministerial contexts. It endeavours to build their capacity to bring forth or foster active participation and collective leadership (also referred to as authoritative membership) in the face of complex, systemic challenges, which impact effective ministry in the contemporary world. This learning is valuable to those active in any part of a community or organisation, not only those appointed to formal positions of leadership.

### **PT08437: Healthcare Chaplaincy: Leadership Ministry of Healing and Justice**

This module facilitates study of professional healthcare chaplaincy in pastoral and institutional contexts. It presents and explores fundamental presuppositions on practice of healthcare ministry, through reflection on the primal experience of pain and alienation from body, self, and others, and the consequent solidarity of the community, institutionalised in the healthcare system. It teases out key ministerial, ethical and professional principles. It considers three broad areas (a) ministerial issues (b) professional issues and (c) ethical issues. It familiarises learners with codes of behaviour and ethics as they relate to Catholic healthcare in Ireland.

## **Learning Ethos**

This Higher Diploma programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Learning happens through course work, participation in seminars, presentations, human development, exploration of the learner's own personal faith journey, and placement education. While classes are normally on Thursday and Friday of each week, learners may be required to attend courses and seminars that are only available outside these times.

## **Pastoral Practice**

Learners engage in a placement education experience, or internship, in a 'Teaching Hospital,' from September to April. Typically, basic areas of ministerial practice within the acute general placement site include: integrated pastoral care ministry serving patients and their families, within a clinical environment including critical and emergency care; leading or participating in hospital liturgies and services in the chapel, mortuary, ward, or bedside; and, professional relationship building and pastoral care of staff, strengthening the pastoral care department.

*One Year, Full-Time learners:* Placement usually takes place between Sunday and Wednesday of each week, for an average of 19 hours per week, along with an extended three-week block placement in the January Semester and two further weeks of block placement in Semester 2. Block placements are 22-25 hours per week. During the summer semester, learners complete a unit of Clinical Pastoral Education over a 10-12 week block in an accredited hospital. Learners are on campus for lectures during two days, Thursday and Friday, on average 12-14 hours, per week.

*Two Year, Part-Time learners:* Placement usually takes place between Sunday and Wednesday of each week in the two academic years, for an average of 9.5 hours per week, along with an extended three-week block placement in the January Semester and two further weeks of block placement in Semester 2. Block placements are 11-12.5 hours per week. During the summer semester, learners complete a unit of Clinical Pastoral Education over a 10-12 week block in an accredited hospital. Learners are on

campus for lectures during one day, on average, 6-7 hours per week. Typically, part-time learners take the modules timetabled on one day during the first year and take the remaining modules in the second year.

*Part-time places are limited, conditional on the availability of part-time internships at Teaching Hospitals.*

Placement education sites, or ‘Teaching Hospitals’, are arranged in collaboration with the PT430 Pastoral Practice Module Lead. The Pastoral Practice module includes the following: mentoring support with an on-site Placement Contact Person (the Director of Pastoral Care/Head Chaplain) or his/her Designated Alternate; pastoral supervision/one-to-one consultation with an assigned staff mentor in the Pontifical University; two visits by an assigned Placement Supervisor; participation in weekly small-group, peer-support, theological reflection sessions; and, an end-of-year integration day. The placement education experience is a central context for learning and growth, and is fundamental for the overall pastoral formation of the learners.

### **Summer Intensive Placement in Clinical Setting**

At the end of the academic year, learners will undertake a second placement in a clinical setting consisting of 350 hours of clinical practice. Assigned clinical areas may include critical care: intensive care unit, trauma care, stroke care, emergency department, oncology, and haematology care. Small-group, peer-support, theological reflection sessions will take place at the placement site, facilitating a deepening of the learner’s reflective practice.

*One Year, Full-Time learners:* The placement will consist of 10 weeks of placement, with 35 hours of clinical practice each week. The placement will include 3 night’s rostered work and 3 rostered weekends.

*Two Year, Part-Time learners:* The placement will consist of 17.5hours of placement over 10 weeks in each summer. This placement will include rostered night-duty and weekend work.

This Summer Intensive Placement is a qualifier for the completion of the Higher Diploma in Pastoral Theology (Healthcare Chaplaincy) programme, and is a prerequisite for satisfying the certification standards for the Catholic Healthcare Chaplaincy Board.

### **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments as outlined within the module descriptors. The two primary processes of assessment for the Pastoral Practice module will be as follows: placement supervised visits (two in total) and a pastoral practice portfolio. Learners need to pass all components of assessments in order to pass the respective module.

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# **Master's Degree in Theology**

## ***(Specialisation: Pastoral Theology)***

### ***Two Years Full-time or Three Years Part-time***

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*Programme Co-ordinator: TBC*

This level 9 programme forms part of a candidate's continuing journey of growth and development, strengthening capacity for ministry leadership in the Church, which includes taking significant responsibility for the work of individuals and groups, and for leading and initiating mission-focused activity in a wide (and sometimes unpredictable) variety of professional levels and contexts. Candidates develop new skills to a high level, including novel and emerging approaches in professional ministry, especially within the areas of leadership in public prayer, pastoral care and spiritual accompaniment, and building and strengthening community. They learn advanced skills to teach in diverse settings, provide effective catechetical and faith formation, and exercise responsible stewardship of parish personnel and resources.

This level allows candidates to develop a critical awareness of current issues of pastoral concern informed by scholarship from the forefront of pertinent fields of theological learning, and a systematic understanding of theological knowledge as it relates to his/her experiences in life and ministry practice. Each student completes a Masters dissertation that presents a rigorous, in-depth, and critical examination of a particular pastoral area or issue situated at the interface of academic theology and contemporary ministry. In doing so, the student acquires a mastery in specialised techniques of reflection and enquiry, and methods of research, forming an ability to scrutinise and reflect on the changing ministerial landscape, articulate an informed pastoral response, while seeking to contribute to transforming ministerial practice leading to growth or change.

This Masters programme further enables candidates to:

- examine existing procedural approaches and exercise appropriate judgment in complex planning, leading groups, and managing resources;
- learn to self-evaluate and take responsibility for forming a habit of reflective practice for ministry and for continuing academic and professional development;
- express a comprehensive, internalised, personal worldview, achieving self-awareness and critical reflection as these relate to pastoral ministry;
- engage in critical dialogue and face the demands of making collaborative ministry work;
- exercise initiative and independent thought, to interact intelligently, empathically, ethically, and professionally within their ministerial context;

- differentiate appropriate ministerial approaches to formulate pastoral responses to complex situations in pastoral contexts, and act to change them.

## **Admission Requirements**

The minimum entry requirement for the programme is an honours primary degree in which Theology comprises at least an equal joint honours component. Applicants should normally have obtained at least a Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. Applicants should also have significant experience in ministry practice. Individual and group interviews form an essential part of the selection process.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. They may be required to take additional courses in Theology to qualify for admission. In particular, applicants who have obtained a minimum 2H1 in the Higher Diploma in Pastoral Theology (level 8) may be considered for admission to a one-year MTh (level 9) in Pastoral Theology. As part of the application process, such applicants will submit a Major Essay (5,000 words) on a topic relevant to Pastoral Ministry, written under the supervision of a member of the Faculty. The evaluation of this essay will form part of the admission interview, and its content may provide a foundation for the eventual Masters dissertation.

Applicants whose first language is not English will be required to satisfy the English language requirements of St Patrick's Pontifical University.

St Patrick's Pontifical University also accepts applications to its programmes from all prospective students who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## **Programme of Study**

The Master's Degree in Pastoral Theology is a two-year programme. The first year is taken at Level 8. At the discretion of the Faculty of Theology, and with its permission, candidates may also undertake the programme, on a part-time basis, over three years).

The programme has three components:

- |  |         |
|--|---------|
| • first year core modules                        | 60 ECTS |
| • two postgraduate seminar courses and placement | 30 ECTS |
| • a minor dissertation (15,000 words)            | 30 ECTS |

### ***Year One***

The first year is a taught and practical programme, and consists of seven core modules, which follow the same academic and placement schedules as the Diploma and Higher Diplomas in Pastoral Theology.

The *core modules* in Year One of the programme are:

PT08430:	Pastoral Practice	30 ECTS
PT08431:	Prayer Leadership	7.5 ECTS
PT08432:	Caring and Spiritual Accompaniment	5 ECTS
PT08435:	Organisational Leadership in Ministry Contexts	5 ECTS
PT08434:	Theology and Pastoral Ministry	7.5 ECTS
PT08437:	Healthcare Chaplaincy: Ministry of Presence and Visitation	2.5ECTS
PT08438:	Educational Chaplaincy: Ministry of Catechesis and Faith Formation	2.5 ECTS

Progression to Year Two requires a 2.1 from the first year modules and the completion of a Major Essay that demonstrates capacity for research. The Major Essay (c. 5,000 words) must be on a topic relevant to Pastoral Ministry, written under the supervision of a member of the Faculty. Its content may provide a foundation for the eventual Masters dissertation. Progression in this component is on a pass/fail basis. It must be completed by August 15<sup>th</sup> of the relevant academic year (two weeks grace).

### ***Year Two***

In the second year of the programme, candidates take two postgraduate modules and complete a minor dissertation of 15,000 words (30 ECTS). This minor dissertation is written on a particular pastoral area or issue situated at the interface of academic theology and contemporary ministry, and under the direction of a member of the Faculty of Theology.

The *postgraduate modules* are as follows:

PG09523:	‘Emancipating’ Practical Theology	10 ECTS
<i>and</i>		
	One Cross-disciplinary module	10 ECTS
<i>and</i>		
PT09439:	Theological Reflection on Practice (100 hours)	10 ECTS

PG09523 is obligatory. The second module is the cross-disciplinary core module. Another may be chosen from the palette of postgraduate seminar courses offered in any particular academic year, in consultation with the Programme Co-Ordinator and the

Dean of Postgraduate Studies. Candidates may choose a seminar course that is relevant to their (future) professional ministerial needs, and, if possible, pertinent to their dissertation topic.

PT09439 is obligatory. Learners are required to source their own placement to a sum of 100 hours. It must be undertaken as early as possible and preferably to be completed in the first semester. It is vital that learners register to participate in Theological Reflection on their practice, at the beginning of the academic year.

Dissertation (25 + 5 credits). Candidates for the the second year of the programme are required to undertake a major essay, under the direction of a member of faculty. The topic may provide a foundation for the eventual Masters dissertation. The major essay is assigned 5 credits of the 30 credits of the second year.

*Note:* Progression to Year Two requires successful completion of the core modules in Year One. Candidates will normally be expected to register year by year on a continuous basis until they have completed their degree. Masters candidates wishing to suspend registration may do so only on the express permission of the Faculty of Theology, upon the recommendation of the Postgraduate Board.

In addition to the above programme of study, candidates must complete *Postgraduate Induction* which takes place over three or four days in September prior to the start of class..

## **Learning Ethos**

This Master's programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Course work includes group sessions, lectures, presentations, and interactive seminars. While core classes in Pastoral Theology are normally on Thursdays and Fridays, candidates may be required to attend lectures and seminars that are offered outside these times (e.g., postgraduate seminar courses which frequently take place on Wednesdays).

## **Pastoral Practice**

In Year One, candidates commit to a placement education experience in a 'Teaching Parish', or equivalent context, from September to April. The basic areas of ministerial practice within the placement site are typically primary-level catechesis, second-level chaplaincy and/or catechesis, and parish/community based ministry. Placement usually takes place between Sunday and Wednesday of each week, for an average of 19 hours per week, with classes in Maynooth on Thursday and Friday. Candidates may also be

required to participate in a number of block placements in their placement sites, with an extended contact time of 22–25 hours per week.

Placement education sites, or ‘Teaching Parishes’, are arranged by the candidates in collaboration with the PT08430 Pastoral Practice Module Lead. The Pastoral Practice module includes the following: mentoring support with an on-site Placement Contact Person, or his/her Designated Alternate; one-to-one consultation with an assigned staff mentor in the Pontifical University; two visits by an assigned Placement Supervisor; participation in weekly small-group, peer-support, theological reflection sessions; and, an end-of-year integration day. The placement education experience is a central context for learning and growth, and is fundamental for the overall pastoral formation of the candidates.

In Year Two, placement is arranged by the candidate, in collaboration with the PT430 Pastoral Practice Module Lead. The candidate must undertake 100 hours of placement, and participate in theological reflection sessions. They are encouraged to complete the placement in the first semester.

### **Clinical Pastoral Education**

Candidates will undertake a second placement through one unit of Clinical Pastoral Education (CPE) or its equivalent (12 weeks). CPE is a professional education for ministry conducted in the hospital setting. The course includes development of self-understanding and the foundation for the practice of pastoral care. CPE is a supervised course, which candidates apply for independently and take at the completion of core modules and parish placement. CPE is a qualifying course for the completion of the programme, and the CPE placement site is arranged in collaboration with the Pastoral Theology Director.

### **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments, or as outlined within the module descriptors. The two primary processes of assessment for the Pastoral Practice module will be as follows: placement supervised visits (two in total) and a pastoral practice portfolio. Candidates need to pass all components of assessments in order to pass the respective module.

**Note:** progression to a doctoral programme within St Patrick’s Pontifical University from this programme requires the successful completion of a Doctoral Qualifying Year, the parameters of which are established by the Faculty of Theology

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# **Master's Degree in Theology**

*(Specialisation: Pastoral Theology, Healthcare Chaplaincy)*

*Two Years Full-time or Three Years Part-time*

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Programme Co-ordinator: *TBC*

This level 9 programme forms part of a minister's continuing journey of growth and development, strengthening capacity for chaplaincy leadership in healthcare systems, and in various healthcare facilities. This includes taking responsibility for professional relationship building with multi-disciplinary healthcare colleagues, strengthening the provision of pastoral care in healthcare institutions, and for advancing professional, holistic, compassionate quality care for patients, families, and staff. Candidates develop new skills to a high level, especially within the areas of leadership in prayer, pastoral care, and spiritual accompaniment with persons who suffer because of illness, trauma, tragedy, grief, and bereavement.

This level allows candidates to develop a critical awareness of current issues of pastoral concern informed by theological scholarship, and a systematic understanding of theology as it relates to life experience and ministry practice. Each candidate completes a Masters dissertation that presents a rigorous, in-depth, evidence-based, critical examination of a particular pastoral area of healthcare chaplaincy practice. The candidate thus acquires a mastery in techniques of reflection and enquiry, and methods of research, while contributing to the body of chaplaincy research and to transforming ministerial practice. It will enable candidates to exercise the highest quality pastoral care in clinical practice and be effective leaders in the future development of the profession.

This Masters programme further enables candidates to:

- examine existing procedural approaches and exercise appropriate judgment in complex situations, advocate for the persons in their care, and manage crisis in the practice of pastoral care;
- learn to self-evaluate and take responsibility for forming a habit of reflective practice for ministry and for continuing academic and professional development;
- express a comprehensive, internalised, personal worldview, achieving self-awareness and critical reflection as these relate to pastoral ministry;
- engage in critical dialogue and face the demands of making collaborative ministry work and actively participate in the creation and maintenance of a healthy work environment;

- exercise initiative and independent thought, to interact intelligently, empathically, ethically, and professionally within their ministerial context;
- differentiate appropriate ministerial approaches within complex institutional cultures and systems, in response to varying group dynamics and organisational behaviour, and act to transform them according to best practice.

## **Admission Requirements**

The minimum entry requirement for the programme is an honours primary degree in which Theology comprises at least an equal joint honours component. Applicants should normally have obtained at least a Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. Applicants should also have significant experience in ministry practice. Individual and group interviews form an essential part of the selection process.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. They may be required to take additional courses in Theology to qualify for admission. In particular, applicants who have obtained a minimum 2H1 in the Higher Diploma in Pastoral Theology (Healthcare Chaplaincy) may be considered for admission to a one-year MTh (level 9) in Pastoral Theology. As part of the application process, such applicants will submit a Major Essay (5,000 words) on a topic relevant to Healthcare Chaplaincy, written under the supervision of a member of the Faculty. The evaluation of this essay will form part of the admission interview, and its content may provide a foundation for the eventual Masters dissertation.

Applicants whose first language is not English will be required to satisfy the English language requirements of St Patrick's Pontifical University.

St Patrick's Pontifical University also accepts applications to its programmes from all prospective students who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## **Programme of Study**

The Master's Degree in Pastoral Theology – Healthcare Chaplaincy is a two-year programme. The first year is taken at Level 8. (At the discretion of the Faculty of

Theology, and with its permission, candidates may also undertake the programme, on a part-time basis, over three years). The programme has three components:

- first year core modules 60 ECTS
- two postgraduate seminar courses and placement 30 ECTS
- a minor dissertation (15,000 words) 30 ECTS

### *Year One*

The first year is a taught and practical programme, and consists of six core modules, which follow the same academic and placement schedules as the Higher Diploma in Pastoral Theology (Healthcare Chaplaincy).

The *core modules* in Year One of the programme are:

PT08430:	Pastoral Practice	30 ECTS
PT08431:	Prayer Leadership	7.5 ECTS
PT08432:	Caring and Spiritual Accompaniment	5 ECTS
PT08435:	Organisational Leadership in Ministry Contexts	5 ECTS
PT08434:	Theology and Pastoral Ministry	7.5 ECTS
PT08436:	Healthcare Chaplaincy: Leadership Ministry of Healing and Justice	5 ECTS

### *Year Two*

In the second year of the programme, candidates take two postgraduate modules and complete a minor dissertation or evidence based research of 15,000 words (30 ECTS). This minor dissertation is written on a particular pastoral area in a particular pastoral area of healthcare chaplaincy practice, and under the direction of a member of the Faculty of Theology.

The *postgraduate modules* are as follows:

PG09523:	‘Emancipating’ Practical Theology	10 ECTS
<i>and</i>	One Cross-disciplinary module	10 ECTS
<i>and</i>		
PT09439:	Theological Reflection on Practice (100 hours)	10 ECTS

PG09523 is obligatory. The second module is the cross-disciplinary core module. Another may be chosen from the palette of postgraduate seminar courses offered in any particular academic year, in consultation with the Programme Co-Ordinator and the Dean of Postgraduate Studies. Candidates may choose a seminar course that is relevant

to their (future) professional ministerial needs, and, if possible, pertinent to their dissertation topic.

PG08439 is obligatory. The Theological Reflection on Practice module includes 100s hours of independent practice in an approved clinical setting. The candidate should be working in post as a healthcare chaplain or have independently arranged a chaplaincy placement for the duration of Year Two. The student should arrange to be supervised and mentored by an experienced, accredited Healthcare Chaplain within this placement setting. The placement site must be approved by the Faculty of Theology, upon the recommendation of the Postgraduate Board, prior to progression to Year Two. It is vital that learners register to participate in Theological Reflection on their practice, at the beginning of the academic year.

Dissertation (25 + 5 credits). Candidates for the second year of the programme are required to undertake a major essay, under the direction of a member of faculty. The topic may provide a foundation for the eventual Masters dissertation. The major essay is assigned 5 credits of the 30 credits of the second year.

*Note:* Progression to Year Two requires successful completion of the core modules in Year One. Candidates will normally be expected to register year by year on a continuous basis until they have completed their degree. Masters candidates wishing to suspend registration may do so only on the express permission of the Faculty of Theology, upon the recommendation of the Postgraduate Board.

In addition to the above programme of study, candidates must complete *Postgraduate Induction* which takes place over three or four days in September prior to the start of classes..

## **Learning Ethos**

This Masters programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Course work includes group sessions, lectures, presentations, and interactive seminars. While core classes in Pastoral Theology are normally on Thursdays and Fridays, candidates may be required to attend lectures and seminars that are offered outside these times (e.g., postgraduate seminar courses which frequently take place on Wednesdays).

## **Pastoral Practice**

Candidates commit to a placement education experience in a ‘Teaching Hospital,’ from September to April. The basic areas of ministerial practice within the placement site are typically as follows: integrated pastoral care ministry serving patients and their families, within a clinical environment, where relevant including critical and emergency care; leading or participating in hospital liturgies and services in the chapel, mortuary, ward, or bedside; and, professional relationship building and pastoral care of staff, strengthening the pastoral care department. Placement usually takes place between Sunday and Wednesday of each week, for an average of 19 hours per week, with classes in Maynooth on Thursday and Friday. Candidates may also be required to participate in a number of block placements in their placement sites, with an extended contact time of 22–25 hours per week.

In Year One, placement education sites, or ‘Teaching Hospitals’, are assigned to the student by the PT08430 Pastoral Practice Module Lead. The Pastoral Practice module includes the following: mentoring support with an on-site Placement Contact Person (the Director of Pastoral Care/Head Chaplain) or his/her Designated Alternate; one-to-one consultation with an assigned staff mentor in the Pontifical University; two visits by an assigned Placement Supervisor; participation in weekly small-group, peer-support, theological reflection sessions; and, an end-of-year integration day. The placement education experience is a central context for learning and growth, and is fundamental for the overall pastoral formation of the candidates.

In Year Two, placement is arranged by the candidate, in collaboration with the PT08430 Pastoral Practice Module Lead. The candidate must undertake 100 hours of placement, and participate in theological reflection sessions. They are encouraged to complete the placement in the first semester.

### **Summer Intensive Placement in Clinical Setting**

At the end of the academic year in Year One, students will undertake a second placement in a clinical setting consisting of 350 hours of clinical practice. Assigned clinical areas may include: intensive care unit, trauma care, stroke care, emergency department, oncology, and haematology care. Small-group, peer-support, theological reflection sessions will take place at the placement site, facilitating a deepening of the student’s reflective practice. The placement will consist of 10 weeks of placement, with 35 hours of clinical practice each week. Where possible, the placement will include three nights of rostered work and three rostered weekends, or equivalent. Continual Professional Development Inputs will take place during this period.

## **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments, or as outlined within the module descriptors. The two primary processes of assessment for the Pastoral Practice module will be as follows: placement supervised visits (two in total) and a pastoral practice portfolio. Candidates need to pass all components of assessments in order to pass the respective module.

*Note:* progression to a doctoral programme within St Patrick's Pontifical University from this programme requires the successful completion of the Doctoral Qualifying Year, the parameters of which are established by the Faculty of Theology.

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## **Master's in Theology (MTh)** ***Pastoral Liturgy*** **Two Years / Taught Masters**

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*Programme Co-ordinator:* Dr Neil Xavier O'Donoghue

This programme in Pastoral Liturgy is designed to be a pathway to further academic studies or practice of liturgical Ministry. It is suited for someone with sufficient experience in the pastoral field but who does not have a previous degree in theology or liturgy. Such a candidate may desire to develop their conceptual, theoretical, and practical skills, and to receive a qualification in pastoral liturgy.

The programme is also designed for Learners or graduates of primary degrees in theology who intend to engage in further studies (e.g. Masters in Theology) but need a preparatory Higher Diploma to have the right methodological and pastoral qualification to engage in research in pastoral liturgy at a post graduate level.

The programme is comprised of the prescribed programme in first year, with a choice of postgraduate seminars (30 ECTs) and a dissertation in the second year (30 ECTs).

### **Admission Requirements:**

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the selection process.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Candidates who undertake the Higher Diploma in Pastoral Liturgy may progress to the second year of the Masters programme on achieving a 2.1 grade and demonstrating research capacity through a 5000 word written submission.

Candidates whose first language is not English will be required to satisfy the English language requirement.

## **Programme of Study**

In addition to the following programme of study, candidates must complete *Postgraduate Induction* which takes place during the week beginning September 15, 2025.

### **Year 1**

See the Programme Descriptor of the Higher Diploma in Pastoral Liturgy.

### **Year 2**

#### **The cross disciplinary module**

- **PG09302** History of Christian Thought

#### **Two Liturgy Modules**

- **PG09718** The Ancient Norm of the Holy Fathers: A History of the Liturgy in the Patristic Era
- **PG09484** Liturgy: Ritual, Theological and Historical Approaches

### **Minor Thesis**

The dissertation is to be written under the direction of a member of the Faculty of Theology, and submitted by candidates in their second year by 3.00pm on August 15<sup>th</sup>, in Year 2. A grace period of two weeks applies.

*Note:* progression to the PhD from this programme requires the successful completion of a doctoral qualifying year, the parameters of which are established by the Faculty of Theology.

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# Higher Diploma in Pastoral Liturgy

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*Programme Co-ordinator:* Rev. Dr. Neil Xavier O'Donoghue

The one-year, Level 8, 60 credit, programme, conducted in conjunction with the National Centre for Liturgy, offers candidates the opportunity to study the worship of the Church, its tradition and its place in the Church today. It aims to provide formation in Liturgy to enable the student to take a leadership role in pastoral work, specialising in Liturgy, at diocesan and parish level.

## Admission Requirements

- A primary degree or its equivalent is required. Consideration will be given to all applications.
- Applicants whose first language is not English will be required to satisfy the English language requirements. See here for more information: <https://sppu.ie/english-language-requirements>.
- As this course is delivered in a hybrid manner with much of the content being given on-line, learners are required to have basic academic computer skills and have access to a computer and the internet.
- St Patrick's Pontifical University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## Timetable

There are 6 weekend residentials (Friday/Saturday), three each term. Learners are expected to be available on every Wednesday evening during term time from 6.30 p.m. – 9.30 p.m. On Wednesday evenings content will be delivered “live” on an on-line teaching platform. Learners can participate from home. Another 3 hours of asynchronous self-directed learning will be provided for each week in term time. Please note that learners will be expected to devote additional time to study and working on assignments every week.

## Programme of Study

The HDip in Pastoral Liturgy is comprised of the following modules:

<b>Higher Diploma in Pastoral Liturgy</b>				
Module Code	Module title	Lecturer	ECTS	Semester
LI08393	Christian Initiation I: Order of the Christian Initiation of Adults	Clavin	5	1
LI08398	Liturgical Vocabulary: an Introduction to Liturgy	O'Donoghue	5	1
LI08392	The Church's Year: Time, Seasons and Feasts	Baxter	5	1
LI08395	Scripture and Liturgy – Ministers, Proclamation, Books	Fitzgerald	5	1
LI08399	Music in Catholic Liturgy	O'Kane	5	1
ST08403	The Church and its Sacraments	Surlis	5	1
LI08389	Scripture Heard and Proclaimed	O'Mahony	5	2
LI08391	Leading God's People in Public Prayer	Hayden	5	2
LI08394	Christian Initiation II: The Eucharist – Celebration and Theology	McGee	5	2
LI08397	Liturgical Questions – New Directions: Leadership and Implementation	Sheridan	5	2
LI08388	Technology & Catholic Liturgy	Forbes	5	2
LI08387	Journal + Portfolio: Liturgical Critique	O'Donoghue	5	Yearlong

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# Diploma in Pastoral Liturgy

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*Programme Co-ordinator:* Rev. Dr. Neil Xavier O'Donoghue

The one-year, Level 7, 60 credit, programme, conducted in conjunction with the National Centre for Liturgy, offers candidates the opportunity to study the worship of the Church, its tradition and its place in the Church today. It aims to provide formation in Liturgy to enable the student to take a leadership role in pastoral work, specialising in Liturgy, at diocesan and parish level.

## Admission Requirements

- A basic academic qualification at second level, or its equivalent is required. Consideration will be given to all applications.
- Applicants whose first language is not English will be required to satisfy the English language requirements. See here for more information: <https://sppu.ie/english-language-requirements>;
- As this course is delivered in a hybrid manner with much of the content being given on-line, learners are required to have basic academic computer skills and have access to a computer and the internet.
- St Patrick's Pontifical University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

## Timetable

There are 6 weekend residentials (Friday/Saturday), three each term. Learners are expected to be available on every Wednesday evening during term time from 6.30 p.m. – 9.30 p.m. On Wednesday evenings content will be delivered “live” on an on-line teaching platform. Learners can participate from home. Another 3 hours of asynchronous self-directed learning will be provided for each week in term time. Please note that learners will be expected to devote additional time to study and working on assignments every week.

## Programme of Study

Please note that learners of the Dip in Pastoral Liturgy will take the same course as the HDip in Pastoral Liturgy (see above), however they will be assessed at level 7 rather than level 8.

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# Master's in Liturgical Music (MLM)

## Two Years Full-time

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*Programme Co-ordinators:* Rev Dr Neil Xavier O'Donoghue, Dr John O'Keeffe

The Master's Degree in Liturgical Music is a joint academic and practice-based programme which will qualify holders to undertake posts as organists, cantors, or directors of music at parish or diocesan level. Each year of the programme will consist of theological and theoretical study of the Church's liturgy, with specific attention to the area of liturgical music. This academic component will be balanced by an intensive course of supervised practical training in a number of core liturgical music disciplines.

### Admission Requirements

The course is especially suited to applicants who have studied Theology and Music to honours degree level. Candidates should normally have obtained at least a Second Class Honours, Grade I overall. The Faculty of Theology may also accept candidates whom it deems to have an equivalent standard. An interview will be part of the selection process. As this Master's programme contains a significant practical component, prospective candidates will need to furnish evidence of proficiency in either voice or organ. Candidates whose first language is not English will be required to satisfy the English language requirements.

#### *Course Aims:*

- To provide an academic framework appropriate to the study of Theology at Master's level.
- To provide candidates with an in-depth theological and theoretical formation in the liturgy of the Church.
- To form candidates in the historical, textual, doctrinal and technical aspects of liturgical music.
- To enhance candidates' critical awareness of music composed for and performed in the liturgy.
- To significantly enhance course participants' competency and confidence in selected practical disciplines.



**Dissertation**

The dissertation (15,000 words) is to be written under the direction of a member of the Faculty of Theology, and submitted by candidates by 3.00pm on the last Friday in June in Year 2. A grace period of two weeks applies.

***Assessment:***

Academic modules are assessed by class attendance, presentations and written assignments. Practical modules are assessed in exam-style presentations and, in the case of liturgical composition, the presentation of a portfolio of work.

***Note:*** progression to the PhD from this programme requires the successful completion of a doctoral qualifying year, the parameters of which are established by the Faculty of Theology.

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# Diploma in Diaconal Studies

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*Programme Coordinator:* Rev. Brian Kavanagh, JCL, MSc.

The *Diploma in Diaconal Studies* is a 90 ECT (level 7) part-time hybrid programme over three years. The aims and learning outcomes of the programme are those already agreed with the National Training Authority for the Permanent Diaconate of the Irish Episcopal Conference.

## Programme Aims and Learning Outcomes

The aims of this programme are:

- To equip future permanent deacons with broad knowledge of the theological content of their faith
- To foster the development of a reflective approach to ministry thereby ensuring a fruitful meeting between faith and contemporary culture
- To deepen awareness and appreciation of the wide variety of the forms of ecclesial ministry, lay and ordained
- To enable candidates to acquire skills and resources that will sustain them throughout their ministry.

By the end of this programme successful candidates will be able to:

- exhibit a foundational knowledge of the doctrines of faith and theology
- demonstrate an ability to read and interpret biblical and ecclesiastical texts
- utilise the skill of theological reflection
- apply research methods appropriate to theology and pastoral ministry
- draw on bibliographical resources, research methods and secondary material responsibly.

Policies and Procedures of this programme are given further specification in the Student Handbook, which are aligned to those of the Pontifical University.

## Admission Requirements

Admission on the programme is by way of acceptance by a Roman Catholic Bishop on to a formation programme for the Permanent Diaconate. For further details, see the website: <https://sppu.ie/courses/diploma-in-diaconate-studies>

## Academic Programme/Curriculum

Note: Year Three is not running in the 2025/26 academic year.

<b>Year One</b>			
	<b>Semester 1</b>		
DS07101	Reason Faith and Revelation	McLean	5 Credits
DS07136	Introduction to the Bible and its Worlds	O'Connell	5 Credits
DS07103	Introduction to Moral Theology	Winright	2.5 Credits
DS07305	Christian History	Woods	2.5 Credits
	<b>Semester 2</b>		
DS07105	Catholic Social Teaching	Hargedon	5 Credits
DS07400	Foundations of Worship	O'Donoghue	5 Credits
DS07102	Pastoral Theology for the Permanent Diaconate	TBC	5 Credits
<b>Year Two</b>			
	<b>Semester 1</b>		
DS07203	The Church and its Sacraments	O'Donoghue	5 Credits
DS07204	The Catholic Moral Tradition and Bioethics	Shortall	5 Credits
DS07205	The Old Testament	O'Riordan	5 Credits
	<b>Semester 2</b>		
DS07206	Understanding Jesus Christ Today	Scerri	5 credits
DS07207	The New Testament	Macnamara	5 credits
DS07201	Theological Anthropology	Furnal	2.5 Credits
DS07202	Catechetics	Sheridan	2.5 Credits
<b>Year Three</b>			
	<b>Semester 1</b>		
DS07305	Church History		2.5 Credits
DS07302	Canon Law: Introduction		2.5 Credits
DS07307	Seven Sacraments		5 Credits
DS07304	The Christian Communities of John and Paul		5 Credits
	<b>Semester Two</b>		
DS07306	Canon Law: Applied		5 Credits
DS07301	Ethics of Love & Life		2.5 Credits
DS07303	Spiritual Theology and Mariology		2.5 Credits
DS07309	Human Flourishing		2.5 Credits
DS07308	Theology of the Diaconate and the New Evangelisation		2.5 Credits

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# Diploma in Pastoral Ministry

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*Programme Co-ordinator: Maureen Kelly, MA*

<b>Subject</b>	Theology	<b>NFQ Level (eqiv)</b>	7
<b>Programme Duration</b>	2 Years Part Time	<b>Credits (ECTS)</b>	60

The Diploma in Pastoral Ministry (DPM) is awarded to students who have successfully completed a 2-year part-time programme devoted to the study of Pastoral Ministry.

## **Diploma in Pastoral Ministry Aims and Objectives**

The programme forms adult learners for lay ministries identified by the diocese and is oriented toward the formation of skills and competencies for ministry. It provides learners with a grounding in core aspects of theology, liturgy, spirituality and reflective practice and allows specialisation for formation toward a specific ministry – pastoral care or catechesis. The programme combines an academic programme with reflective practice which includes ministry placements. It is specifically designed to prepare learners for recognised lay ministry.

The aims of this programme are:

- To equip lay pastoral ministers with a broad knowledge of the theological content of their faith.
- To foster the development of a reflective approach to ministry thereby ensuring a fruitful meeting between faith and contemporary culture.
- To deepen awareness and appreciation of the wide variety of the forms of ecclesial ministry, lay and ordained.
- To form people in collaborative approaches to pastoral ministry.
- To enable candidates to acquire skills and resources that will sustain them throughout their ministry.

## **Programme Learning Outcomes**

On completion of the programme, graduates will be able to:

- Demonstrate a broad understanding of theology as this relates to pastoral ministry.
- Display a specific knowledge of the theory, policy and practice of a specific area of ministry e.g. pastoral care and accompaniment; liturgy and prayer leadership; leadership and administration; or catechesis and adult faith formation.
- Engage with diverse sources to acquire new insights, integrating concepts from theology, psychology, community development and pastoral practice.

- Utilise the skills of theological reflection in the development of their ministry.
- Apply creative and conceptual skills and tools in pastoral ministry contexts including the relational skills needed to work collaboratively with others.
- Respond with flexibility to a wide and often unpredictable range of pastoral needs and challenges.
- Express an internalised world view grounded in solidarity with others and exhibiting empathy and cultural sensitivity in pastoral relationships and ministry practices.

### **Admission Requirements**

Candidates for the programme are put forward by their Diocese after completing a discernment process within the Diocese.

### **Courses for the Diploma in Pastoral Ministry**

#### **First Year Programme**

Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	MODULE LEAD	SEM	CREDIT
<b>THEOLOGICAL CORE</b>				
PM07101	The Bible as Scripture	Rogers	1	5
PM07102	Liturgy	J Kavanagh	1	2.5
PM07103	Human Flourishing	B Kavanagh	1	2.5
PM07104	Sacraments	Tracey	2	2.5
PM07105	Theological Foundations	O'Brien	2	5
<b>SKILLS AND COMPETENCIES</b>				
PM07106	Skills and Competencies for Pastoral Care 1	Kelly	2	2.5
OR				
PM07107	Skills and Competencies for Faith Formation 1	Sheridan	2	2.5
<b>REFLECTIVE PRACTICE</b>				
PM07108	Reflective Practice 1	Kelly	YL	10

## Second Year Programme

MODULE CODE	MODULE TITLE	MODULE LEAD	SEM	CREDIT
<b>THEOLOGICAL CORE</b>				
PM07109	Foundations in Pastoral Christology	O'Connell	1	5
PM07110	Prayer and Spirituality	Doherty	2	2.5
PM07111	Christian Discipleship in a Changing World	Corkery	2	2.5
PM07112	Ecclesiology for Ministry	O'Brien	2	2.5
<b>SKILLS AND COMPETENCIES</b>				
PM07113	Skills and Competencies for Pastoral Care 2	Kelly	YL	7.5
OR				
PM07114	Skills and Competencies for Faith Formation 2	Kelly	YL	7.5
<b>REFLECTIVE PRACTICE</b>				
PM07115	Reflective Practice in Ministry 2	Kelly	YL	10

### Module Descriptors

#### Theological Foundations

This module equips learners to articulate core beliefs in a way that connects trinitarian and sacramental theology, faith and revelation, grace, and pneumatology with the lived experience of faith communities.

#### Human Flourishing

This module will enable learners to explore fundamental concepts in the area of personal development and promote learners' reflection on their own growth. It will provide a general introduction to human development over the life-span and a framework for understanding the different issues that arise at significant developmental stages. Participants will be helped to reflect on their own affective patterns and to identify their strengths, weaknesses and growing edges. Finally, this self-exploration is placed in dialogue with the Christian understanding of the human person as made in the image and likeness of God.

## **The Bible as Word of God**

The students are introduced to the literature of the Old and New Testaments as sacred scripture.

Indicative syllabus: key characters (Abraham, Moses, David, Jesus, Paul); foundational themes (creation, covenant, exodus, exile, kingdom of God, discipleship); the relation of Old and New Testaments; reading the Bible as story; the practice of *lectio divina* as a way of actualising biblical texts today.

## **Liturgy**

The students are introduced to an understanding of liturgy and the core theological category of the worshipping community as the Church. Some basic ideas on symbol, ritual and language provide an opportunity to study liturgical space and time.

## **Sacraments**

Students study the place of sacramental and liturgical celebrations in the Church and how the Church is made manifest in its liturgical activity and through the celebration of the seven sacraments. The students explore the role & responsibility of the parish as the place of sacramental preparation.

## **Ecclesiology**

Students are introduced to the place of the parish and the diocese in a wider understanding of the universal Church. They will study various understandings of the Church in the New Testament and in church history. They will also study the vision of the Church as set down in the Second Vatican Council and what it means to understand the Church as synodal in nature.

## **Christian Discipleship**

Students explore the concept of the Christian life as a call to live in right relationships – with self, others and creation. The students explore this aspect of Christian discipleship with reference to issues of justice, human stewardship, care for the Earth, and Christian witness in society.

## **Christology**

The Many Portraits of Jesus in the Gospels; Jesus in History: Jesus as a Jew; What does it mean to say that Jesus is God?; What does it mean to say that Jesus truly human?; Jesus' Self Knowledge and his Knowledge of God; Jesus and the Cross: Limit, Violence, and Death; Jesus, the Resurrection, and Salvation; Jesus and Women: Meeting Jesus in his Time; Jesus: Prophet of Liberation.

## **Prayer and Spirituality**

This module recognises that all pastoral activity is rooted in the human response to the action of God. The students are introduced to the tradition of prayer both in the life of the church and in terms of the personal relationship with God. Public prayer privileges the psalms and follows particular forms and patterns. Personal prayer is rooted in one's

personal relationship with God and may be expressed in many different ways. How various traditions of prayer and popular devotions including Marian devotion are to be understood and integrated will be explored.

### **Skills and Competencies for Pastoral Care**

This module provides knowledge and skills for effective pastoral visitation, funeral ministry, working collaboratively and facilitating groups.

### **Skills and Competencies for Faith Formation**

This module equips students to work with the Grow in Love Programme, to minister with children and parents, to evaluate and implement available programmes for adult faith development, to work collaboratively and to facilitate groups.

### **Reflective Practice 1 and 2**

These modules develop skills for ministry and for reflective practice through insertion in a pastoral placement. Learners engage in a facilitated concomitant process of Pastoral Theological Reflection within peer groups. This process offers opportunities for learners' honest appraisal and self-reflection through exploration of encounters, events and experiences in their ministry placements as well as attending to the impact of the cultural context on the ministry situation. It supports learners to discern God's presence and action in their ministry and to make sense of their ministry practice in the light of the Christian tradition.

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# Diploma in Youth Ministry and Spirituality

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*Programme Co-ordinator:* Eileen O’Connell OP, MTh, MA

<b>Subject</b>	Theology	<b>NFQ Level (eqiv)</b>	7
<b>Programme Duration</b>	1 Year Full Time/ 2 Year(s) Part Time*	<b>Credits (ECTS)</b>	60

The Diploma in Youth Ministry and Spirituality programme prepares learners to engage in practice as youth ministers in a professional manner. The programme design supports the academic, theological, pastoral, spiritual, personal, and professional development of learners with a further focus on growth in self-understanding. It is structured to ensure integration of academic study with practice-based learning – accompanying young people in different pastoral situations, in diverse settings, including school, parish, and youth centres (clubs and projects).

The study of fundamental pedagogical concepts and theories is complemented and enhanced by ongoing practical experience on placement where learners develop practical skills needed to minister professionally and effectively. The programme structure facilitates learners to develop both pastoral knowledge and professional skills for youth ministry in a Catholic context and provides opportunities to specialise in aspects of practice.

## **Programme Learning Outcomes**

Upon successful completion of this programme, learners will be able to:

- 1) demonstrate understanding of the theological foundations of ministry and, in particular, their application to Salesian Youth Ministry and various aspects of Salesian Youth Spirituality in its pedagogical and group dimensions for young people, especially the spirituality of the Salesian Preventive System
- 2) recognise the complex interaction between theory and practice in youth ministry and, applying this learning, articulate the theology underpinning their ministerial identity and their practice as youth ministers
- 3) understand the attitudes, skills and abilities required for youth ministry and demonstrate growth in their competence in these areas
- 4) engage in self-reflection on their practice in ministry and in evaluation of their own suitability for effective youth ministry
- 5) identify and engage with the particular demands of youth ministry in a variety of contexts
- 6) understand how to interpret and communicate Scripture, theology and the basics of the Christian faith from a youth perspective and engage with the complexity of youth evangelisation in a secularised society

## Admission Requirements

In order to register for courses leading to the Diploma in Youth Ministry and Spirituality, learners:

- require Leaving Certificate (or equivalent) from a recognised education institution with a minimum of a pass in five subjects
- sufficient working experience in youth ministry  
learners whose first language is not English will be required to satisfy the English language requirement
- successful individual interviews are an essential part of the selection process.

St Patrick's Pontifical University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website.

*Candidates who are interested in part-time engagement must indicate this preference at application stage.*

*Note: even if an applicant meets our minimum admission requirements, The University cannot guarantee a place on the course.*

## Programme of Study

MODULE CODE	MODULE TITLE	LECTURER	SEM	CREDIT
YM07107	Pastoral Practice	Kelly, O'Connell	YL	20 ECTS
PT07431	Prayer Leadership	O'Connell, Lynch	YL	5 ECTS
PT07432	Caring and Spiritual Accompaniment in Community	Rogers	YL	5 ECTS
PT07434	Theology and Pastoral Ministry	Cullen	YL	7.5 ECTS
PT07438	Educational Chaplaincy: Ministry of Catechesis and Faith Formation	Sheridan	S1	2.5 ECTS
YM07101	Professional Youth Ministry in Practice	Hennessy	S1	5 ECTS
YM07102	Salesian Spirituality and Young People	McDonnell	S1	5 ECTS
YM07103	Social Media and Engagement	Forbes	S2	5 ECTS
YM07104	The Word of God and the Salesian Mission in the Contemporary World	Odia	S2	5 ECTS

## Module Descriptors

### **YM07107: Pastoral Practice**

This module seeks to connect academic study of theology with placement-based learning in youth ministry settings. In weekly facilitated Pastoral Theological Reflection Groups with peers, learners explore and interrogate their ministry experiences in light of their academic and practice-based learning.

### **PT07431: Prayer Leadership**

This module introduces learners to the spiritual and intellectual contours of Christian prayer, and its practice in liturgical and pastoral contexts. As well as providing an overview of the various forms of Christian prayer, it provides a formation in prayer leadership, and framework to acquire the knowledge and skills that are necessary to effectively lead and guide people in prayer. Participants explore the theological foundations of public prayer and liturgy. Through a combination of prayer and reflective practice, study, reading, leading sessions, and learners deepen their own prayer awareness and develop competence in leading shared prayer in its diverse forms.

### **PT07432: Caring and Spiritual Accompaniment in Community**

This module introduces the ethos and methodologies of differing forms of accompaniment: Pastoral Counselling and Spiritual Accompaniment. Learners are introduced to interpersonal skills and aptitudes required for accompaniment. It familiarises learners with best professional practices in counselling and spiritual support while drawing upon the resources of the Christian tradition. The module differentiates between different types of accompaniment and the settings and practices appropriate to each. It pays particular attention to questions of appropriate boundaries and when and how to refer for professional counselling.

### **PT0734: Theology and Pastoral Ministry**

This module introduces learners to the nature of pastoral and practical theology and the theological foundations of Christian discipleship and ministry. It explores key features of pastoral practice in varying contexts; draws out the pastoral and ministerial implications of major theological themes and the importance of theological hermeneutics; introduces learners to the basic models of theological reflection and concepts of contextual theology, including methodological issues, providing a brief overview of Bevans' classic models of contextual theology.

### **PT07438: Educational Chaplaincy: Ministry of Catechesis and Faith Formation**

This module introduces learners to the foundation, aims, and concepts of religious education, catechesis, and Catholic Education in furtherance of their education in pastoral ministry. It provides learners with a knowledge of the life and work of Irish primary schools under Catholic Patronage, while assisting them in understanding the spirituality of the child. They gain understanding of the primary school religious education programme and how this integrates into the work of a chaplain, in particular the prayer-life and sacramental preparation and celebration of the class.

### **YM07101: Professional Youth Ministry in Practice**

The essential task of youth ministry in the Salesian and Christian tradition is to unfold and to help young people to explore and discover/accept a Life Project based on this encounter. This module aims to equip students with knowledge of social, cultural, and economic issues around youth ministry and best practice in making principled decisions and organisational policies. It recognises the multiple and overlapping communities of which youth are a part: global; family-based community; faith community including church and education settings; youth movements; and other settings in the wider community.

### **YM07102: Salesian Spirituality and Young People**

This module enables learners to acquire the intellectual framework and theological foundation, within the Salesian tradition, to engage critically with the principles and assumptions that underpin youth ministry and distinguish it from youth work. It aims to develop awareness of personal bias and assumptions that may limit one's understanding of youth ministry and to help learners interrogate their experience so as to understand better their operative image of God. Learners are equipped to analyse and reflect critically on attitudes, skills and abilities required for youth ministry in various contexts.

### **YM07103: Social Media and Engagement**

This module introduces learners to the critical concepts, methods and best practice in social media with respect to its use in pastoral and ecclesial settings. The primary objective is to equip learners with the knowledge and practical skills needed to create high-impact content for use on social/digital mediums. It aims to help learners foster the ability to develop and evaluate social media strategies, devise effective social campaigns, analyse relevant metrics and consider the ethical and legal implications of engaging with young people through digital mediums. Learners gain exposure to the latest techniques and tools for communicating effectively in contemporary pastoral and ecclesial settings.

### **YM07104: The Word of God and the Salesian Mission in the Contemporary World**

This module introduces learners to a Salesian reading of Scripture, engaging with biblical scholarship, in fidelity to the Salesian mission to young people and their contemporary concerns and needs that prompt and shape Salesian pastoral activity. Learners will learn the principles and skills to begin to explore their own Salesian reading of the Gospel for life in the present day.

## **Learning Ethos**

This Diploma programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Learning happens through course work, participation in seminars, presentations, human development, exploration of learner's own personal faith journey, and placement education. While classes are normally on Thursday and Friday of each week, learners may be required to attend courses and seminars that are only available outside these times.

## **Pastoral Practice**

Learners engage in placement from October to April. Typically, basic areas of ministerial practice include: catechesis in school and/or community contexts, including leading faith-based youth programmes and projects; spiritual accompaniment and care of young people; relationship building and pastoral care of parents and families.

*One Year, Full-Time learners:* Placement usually takes place between Sunday and Wednesday of each week, for an average of 10-12 hours per week, along with a number of block placements with an extended contact time of 16-18 hours per week. Learners are on campus for lectures during two days, Thursday and Friday, on average 12-14 hours, per week.

*Two Year, Part-Time learners:* Placement usually takes place between Sunday and Wednesday of each week in the two academic years, for an average of 5-6 hours per week, along with a number of block placements with extended contact time of 8-9 hours per week. Learners are on campus for lectures during one day, on average, 6-7 hours per week. Typically, part-time learners take the modules timetabled on one day during the first year and take the remaining modules in the second year.

Placements are arranged by the PT430 Pastoral Practice Module Lead in collaboration with the learner. The Pastoral Practice module includes the following: mentoring support with an on-site Placement Contact Person, or Designated Alternate; pastoral supervision/one-to-one consultation with an assigned staff mentor in the Pontifical University; one/two visits by an assigned External Pastoral Placement Appraiser; participation in weekly small-group pastoral theological reflection group; and an end-of-year integration day. The placement is a central context for learning and growth, and is fundamental for the overall pastoral formation of learners.

## **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments as outlined within the module descriptors. The processes of assessment for the Pastoral Practice module include: placement appraisal visits and a pastoral practice portfolio. Learners need to pass all components of assessments in order to pass the respective module.

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# Higher Diploma in Youth Ministry and Spirituality

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*Programme Co-ordinator: Eileen O’Connell OP, MTh, MA*

<b>Subject</b>	Theology	<b>NFQ Level (eqiv)</b>	8
<b>Programme Duration</b>	1 Year Full Time/ 2 Year(s) Part Time*	<b>Credits (ECTS)</b>	60

The Higher Diploma in Youth Ministry and Spirituality programme prepares learners to engage in their practice as youth ministers in a professional manner. The programme design supports the academic, theological, pastoral, spiritual, personal, and professional development of learners and the development of skills and competencies in leadership with a further focus on growth in self-understanding. It is structured to ensure the integration of academic study with practice-based learning – accompanying young people in different pastoral situations, in diverse settings, including school, parish, and youth centres (clubs and projects). The study of fundamental pedagogical concepts and theories is complemented and enhanced by ongoing practical experience on placement where learners develop practical skills needed to minister professionally and effectively. The programme structure facilitates learners to develop both pastoral knowledge and professional skills for youth ministry in a Catholic context and provides opportunities to specialise in aspects of practice.

## Programme Learning Outcomes

Upon successful completion of this programme, learners will be able to:

- 1) demonstrate an understanding of the theological foundations of ministry and their application to youth ministry and spirituality in dialogue with developing thinking and contemporary ecclesial understanding
- 2) articulate the interplay between theory and practice in youth ministry and elaborate how this shapes their ministerial identity
- 3) practice as competent, skillful youth pastoral ministers, with the knowledge, attitudes and abilities required for youth ministry, with capacity for leadership, working collaboratively, and offering pastoral care appropriate to young people
- 4) engage in ongoing self-reflection and self-evaluation regarding their practice; recognise the attitudes, values, assumptions that influence ministry and how ministry approaches impact young people; use these insights to maximise their effectiveness in youth ministry
- 5) identify, reflect critically on, engage with, and respond creatively and effectively to the particular demands of youth ministry in a variety of contexts

6) analyse and critically apply methods for interpreting and communicating Scripture, theology and the basics of the Christian faith from a youth perspective and engage with the complexity of youth evangelization in a secularised society.

### **Admission Requirements**

In order to register for courses leading to the Higher Diploma in Youth Ministry and Spirituality, learners:

- require a recognised degree qualification where theology is at least a major component
- learners whose first language is not English will be required to satisfy the English language requirement
- successful individual interviews are an essential part of the selection process.

Candidates with a primary degree in which theology is at least a minor component and deemed to have sufficient and appropriate experience in pastoral ministry may be admitted. These learners may be required to take courses in theology to qualify for admission.

*Note: even if an applicant meets our minimum admission requirements, The University cannot guarantee a place on the course.*

St Patrick’s Pontifical University also accepts applications to its programmes from all prospective learners who possess the ability, knowledge and experience through its widening participation schemes. The University operates a Recognised Prior Learning (RPL) and Prior Experiential Learning (RPEL) scheme which recognises relevant prior learning and experience for admission and/or credit purposes. Full details are available on the University website..

### **Programme of Study**

MODULE CODE	MODULE TITLE	LECTURER	SEM	CREDIT
YM08108	Pastoral Practice	Kelly, O’Connell	YL	20 ECTS
PT08431	Prayer Leadership	O’Connell, Lynch	YL	5 ECTS
PT08432	Caring and Spiritual Accompaniment in Community	Rogers	YL	5 ECTS
PT08434	Theology and Pastoral Ministry	Cullen	YL	7.5 ECTS
PT08438	Educational Chaplaincy: Ministry of Catechesis and Faith Formation	Sheridan	S1	2.5 ECTS

YM08101	Professional Youth Ministry in Practice	Hennessy	S1	5 ECTS
YM08102	Salesian Spirituality and Young People	McDonnell	S1	5 ECTS
YM08103	Social Media and Engagement	Forbes	S2	5 ECTS
YM08104	The Word of God and the Salesian Mission in the Contemporary World	Odia	S2	5 ECTS

## **Module Descriptors**

This module seeks to connect academic study of theology with placement-based learning in youth ministry settings. In weekly facilitated Pastoral Theological Reflection Groups with peers, learners explore and interrogate their ministry experiences in light of their academic and practice-based learning.

### **PT08431: Prayer Leadership**

This module introduces learners to the spiritual and intellectual contours of Christian prayer, and its practice in liturgical and pastoral contexts. As well as providing an overview of the various forms of Christian prayer, it provides a formation in prayer leadership, and framework to acquire the knowledge and skills that are necessary to effectively lead and guide people in prayer. Participants explore the theological foundations of public prayer and liturgy. Through a combination of prayer and reflective practice, study, reading, leading sessions, and learners deepen their own prayer awareness and develop competence in leading shared prayer in its diverse forms.

### **PT08432: Caring and Spiritual Accompaniment in Community**

This module introduces the ethos and methodologies of differing forms of accompaniment: Pastoral Counselling and Spiritual Accompaniment. Learners are introduced to interpersonal skills and aptitudes required for accompaniment. It familiarises learners with best professional practices in counselling and spiritual support while drawing upon the resources of the Christian tradition. The module differentiates between different types of accompaniment and the settings and practices appropriate to each. It pays particular attention to questions of appropriate boundaries and when and how to refer for professional counselling.

### **PT0834: Theology and Pastoral Ministry**

This module introduces learners to the nature of pastoral and practical theology and the theological foundations of Christian discipleship and ministry. It explores key features of pastoral practice in varying contexts; draws out the pastoral and ministerial implications of major theological themes and the importance of theological hermeneutics; introduces learners to the basic models of theological reflection and concepts of contextual theology, including methodological issues, providing a brief overview of Bevans' classic models of contextual theology.

**PT08438: Educational Chaplaincy: Ministry of Catechesis and Faith Formation**

This module introduces learners to the foundation, aims, and concepts of religious education, catechesis, and Catholic Education in furtherance of their education in pastoral ministry. It provides learners with a knowledge of the life and work of Irish primary schools under Catholic Patronage, while assisting them in understanding the spirituality of the child. They gain understanding of the primary school religious education programme and how this integrates into the work of a chaplain, in particular the prayer-life and sacramental preparation and celebration of the class.

**YM08101: Professional Youth Ministry in Practice**

The essential task of youth ministry in the Salesian and Christian tradition is to unfold and to help young people to explore and discover/accept a Life Project based on this encounter. This module aims to equip students with knowledge of social, cultural, and economic issues around youth ministry and best practice in making principled decisions and organisational policies. It recognises the multiple and overlapping communities of which youth are a part: global; family-based community; faith community including church and education settings; youth movements; and other settings in the wider community.

**YM08102: Salesian Spirituality and Young People**

This module enables learners to acquire the intellectual framework and theological foundation, within the Salesian tradition, to engage critically with the principles and assumptions that underpin youth ministry and distinguish it from youth work. It aims to develop awareness of personal bias and assumptions that may limit one's understanding of youth ministry and to help learners interrogate their experience so as to understand better their operative image of God. Learners are equipped to analyse and reflect critically on attitudes, skills and abilities required for youth ministry in various contexts.

**YM08103: Social Media and Engagement**

This module introduces learners to the critical concepts, methods and best practice in social media with respect to its use in pastoral and ecclesial settings. The primary objective is to equip learners with the knowledge and practical skills needed to create high-impact content for use on social/digital mediums. It aims to help learners foster the ability to develop and evaluate social media strategies, devise effective social campaigns, analyse relevant metrics and consider the ethical and legal implications of engaging with young people through digital mediums. Learners gain exposure to the latest techniques and tools for communicating effectively in contemporary pastoral and ecclesial settings.

## **YM08104: The Word of God and the Salesian Mission in the Contemporary World**

This module introduces learners to a Salesian reading of Scripture, engaging with biblical scholarship, in fidelity to the Salesian mission to young people and their contemporary concerns and needs that prompt and shape Salesian pastoral activity. Learners will learn the principles and skills to begin to explore their own Salesian reading of the Gospel for life in the present day.

### **Learning Ethos**

The Higher Diploma programme places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development. Learning happens through course work, participation in seminars, presentations, human development, exploration of learner's own personal faith journey, and placement education. While classes are normally on Thursday and Friday of each week, learners may be required to attend courses and seminars that are only available outside these times.

### **Pastoral Practice**

Learners engage in placement from October to April. Typically, basic areas of ministerial practice include: catechesis in school and/or community contexts, including leading faith-based youth programmes and projects; spiritual accompaniment and care of young people; relationship building and pastoral care of parents and families.

*One Year, Full-Time learners:* Placement usually takes place between Sunday and Wednesday of each week, for an average of 10-12 hours per week, along with a number of block placements with an extended contact time of 16-18 hours per week. Learners are on campus for lectures during two days, Thursday and Friday, on average 12-14 hours, per week.

*Two Year, Part-Time learners:* Placement usually takes place between Sunday and Wednesday of each week in the two academic years, for an average of 5-6 hours per week, along with a number of block placements with extended contact time of 8-9 hours per week. Learners are on campus for lectures during one day, on average, 6-7 hours per week. Typically, part-time learners take the modules timetabled on one day during the first year and take the remaining modules in the second year.

Placements are arranged by the PT430 Pastoral Practice Module Lead in collaboration with the learner. The Pastoral Practice module includes the following: mentoring support with an on-site Placement Contact Person, or Designated Alternate; pastoral supervision/one-to-one consultation with an assigned staff mentor in the Pontifical University; one/two visits by an assigned External Pastoral Placement Appraiser; participation in weekly small-group pastoral theological reflection group; and an end-

of-year integration day. The placement is a central context for learning and growth, and is fundamental for the overall pastoral formation of learners.

### **Assessment**

Each module will be assessed by class attendance, participation, presentations, and written assignments as outlined within the module descriptors. The processes of assessment for the Pastoral Practice module include: placement appraisal visits and a pastoral practice portfolio. Learners need to pass all components of assessments in order to pass the respective module.

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# Diploma in Church Music

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*Programme Co-ordinator: Dr John O’Keeffe*

<b>Subject</b>	Theology / Music	<b>NFQ Level (eqiv)</b>	<b>7</b>
<b>Programme Duration</b>	2 Years Part Time	<b>Credits (ECTS)</b>	<b>30</b>

The Diploma in Church Music is a Special Purpose Award, awarded to students who have successfully completed a 2-year part-time programme devoted to the study of Liturgical Music.

The Diploma in Church Music provides students with a unique opportunity to develop relevant musical skills and deepen their liturgical knowledge. This two-year, weekend-based, Level 7, 30 ECTS credits programme gives participants a foundation in church music in the Christian tradition.

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

- Demonstrate a foundational knowledge of the liturgy of the Roman Rite, together with the music that operates within it
- Demonstrate competence in a range of specialized practical skills relevant to the discipline
- Exercise appropriate judgement in relation to the creation, selection and performance of liturgical music
- Successfully prepare and deliver individual and group performances of liturgical music repertoire

## Admission Requirements

Applicants must already be involved in the ministry of church music in the Christian tradition, e.g. as organists, singers or choir directors, and have an ability to read music

## First Year Programme

The following list of modules will be offered for the First Year ACRO Programme in the current year. Modules are described in full on the St Patrick's Pontifical University website.

MODULE CODE	MODULE TITLE	LECTURER	SEM	CREDIT
<b>Year 1</b>				
LM07110	Cantor Skills 1	Lyons	YL	2.5
LM07111	Choral Conducting 1	O'Carroll	YL	2.5
LM07112	Introduction to Liturgy	O'Kane	1	2.5
LM07113	Liturgical Composition	Sexton	YL	2.5
LM07114	Organ Studies 1	Murphy	YL	n/a
LM07115	The Liturgical Assembly and Ministry	O'Kane	2	2.5
<b>Year 2</b>				
LM07119	Liturgy and Time	O'Kane	1	2.5
LM07121	The Eucharist	O'Kane	2	5
Any two of the following modules:				
LM07116	Cantor Skills 2	Lyons	YL	5
LM07117	Choral Conducting 2	O'Carroll	YL	5
LM07118	Liturgical Composition 2	Holden	YL	5
LM07120	Organ Studies 2	O'Donnell	YL	5

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# Collaborative Programmes

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*Collaborative Programmes Co-ordinator: Dr Jessie Rogers*

## **1. Certificate in Person Centred Counselling (Marriage & Relationships)**

Dr Mary Goss  
ACCORD Central Office,  
Columba Centre,  
Maynooth, Co Kildare  
TEL: 01-5053112  
Website: [www.accord.ie](http://www.accord.ie)

## **2. Certificate in Marriage Education**

Dr Mary Goss  
ACCORD Central Office,  
Columba Centre,  
Maynooth, Co Kildare  
TEL: 01-5053112  
Website: [www.accord.ie](http://www.accord.ie)

## **3. Certificate in Christian Studies**

United Dioceses of Tuam, Limerick and Killaloe  
Diocese of Cashel Ferns and Ossory  
Very Rev'd Dr Richard Marsh  
Email: [dean@stflannanscathedral.com](mailto:dean@stflannanscathedral.com)

Diocese of Cork, Cloyne and Ross (Church of Ireland)  
Rev Terry Mitchell, Diocesan Further Education and Training Officer  
Email: [furthereducation@corkchurchofireland.com](mailto:furthereducation@corkchurchofireland.com)  
Phone: 087 2767562

## **4. Diploma in Spirituality (Spiritual Direction)**

Eileen O'Brien  
Manresa Jesuit Centre of Spirituality  
426 Clontarf Road, Dollymount, Dublin 3.  
Website: [www.manresa.ie](http://www.manresa.ie)  
Tel: +353 1 8331352

## **5. Certificate / Diploma / Degree in Theology (Adult Education and Pastoral Ministry)**

Dr Maire Byrne  
Armagh Diocesan Pastoral Office  
Holy Family Parochial House  
Hoey's Lane  
Dundalk  
Co. Louth  
A91 K761  
Tel: 00353 429351316  
Email: milanda@parishandfamily.com

## **6. Carmelite Studies (Suite of Awards)**

**Certificate / Diploma in Spirituality (Carmelite Studies)**

**Certificate / Diploma in Theology (Carmelite Studies)**

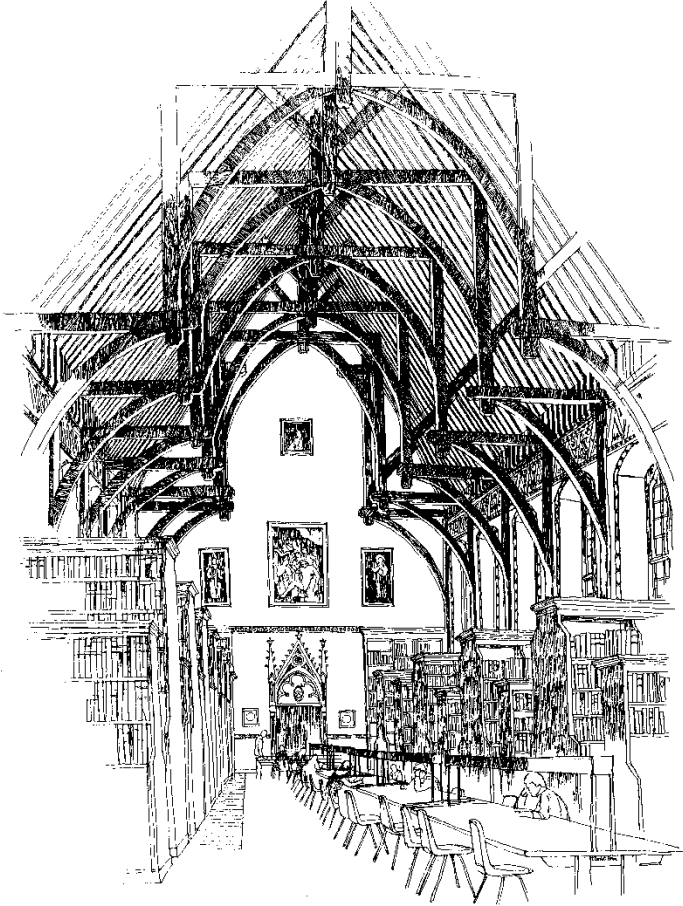
**B.Th. (Carmelite Studies)**

**M.Th. (Carmelite Studies)**

Fr. Remigius Ikpe, O.C.D  
Carmelite Institute of Britain and Ireland  
Email: admin@cibi.ie  
Website: <http://www.cibi.ie>

## *Chapter VI*

# **Faculty of Canon Law**



Main reading room of the *Russell Library* at *Saint Patrick's College*

### ***Licentiate in Canon Law (LCL)***

This course lasts for two years, during which the entire Code of Canon Law is studied in depth, along with other disciplines having an affinity with it (*Sapientia Christiana, art 76b*).

### ***Doctorate in Canon Law (DCL)***

This course lasts at least a year. During this year juridical formation is completed and a doctoral dissertation is written (*Sapientia Christiana, art 76c*).

#### **Principal Disciplines**

- Introduction to the science of law
- General norms of law
- Personality in law
- The Sacraments
- Processes
- Crimes and penalties
- Public ecclesiastical law

#### **Auxiliary disciplines**

- Roman law
- Elements of civil law
- History of canon law

#### **Special Disciplines**

- Liturgical law
- Ecclesiastical jurisprudence
- Canonical processual practice
- Methodology
- Sources of ancient Irish ecclesiastical law

These programmes are not being offered at this time. For further information contact:

Admissions Office  
Pontifical University  
*Saint Patrick's Pontifical University*  
Maynooth  
County Kildare  
IRELAND

Web Page: [www.sppu.ie](http://www.sppu.ie)

E-mail: [Admissions@spcm.ie](mailto:Admissions@spcm.ie) / [Theology.office@spcm.ie](mailto:Theology.office@spcm.ie)

Telephone:

Fax:

Ireland: 01-708-4772 / 708-3600

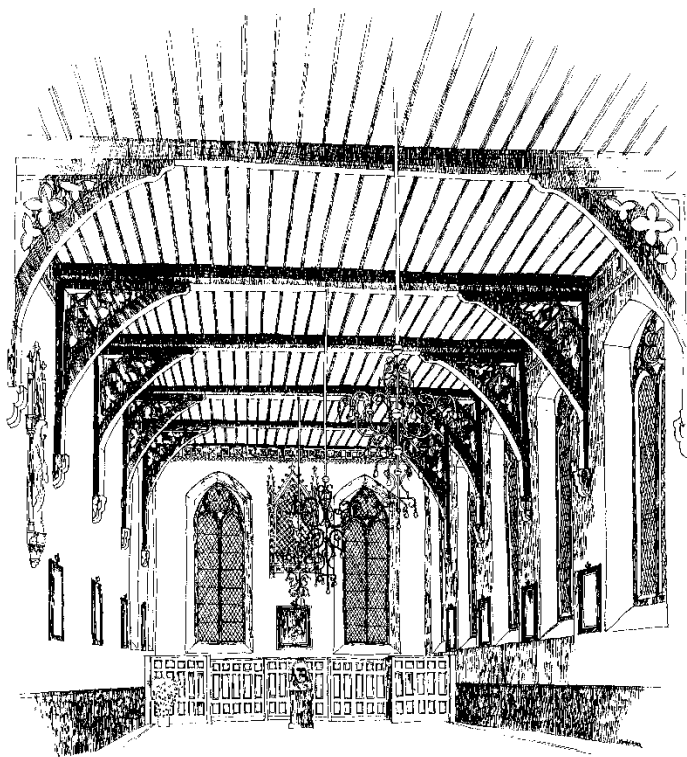
Ireland: 01-708-3441

International: +353-1-708-4772

International: +353-1-708-3441

## *Chapter VII*

### **Faculty of Philosophy**



*Pugin Hall* is the principal Dining Room at Saint Patrick's College, Maynooth

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# **Degrees and Diplomas offered by the Faculty of Philosophy**

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**Higher Certificate in Philosophy**

**Higher Diploma in Philosophy**

**Baccalaureate in Philosophy**

**Licentiate in Philosophy**

**Masters in Philosophy**

**Doctorate in Philosophy**

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## **Dean of the Faculty**

Dr Gaven Kerr [interim], BA, MPhil, PhD (QUB)

## **Lecturers**

Dr Robert McNamara BSc, BPhil, HDipSc, HDipTh, MTS, PhD (LHU)

Dr Jordan McFadden, B.A, M.A, MPhil, PhD (CUA)

Reverend Dr Patrick Gorevan, DPh (UCD)

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# Understanding Modules and Credits

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Modules of courses required for the courses taught in the Faculty of Philosophy are described in the following pages.

Each course is divided into units known as *modules*. Module descriptions follow the quality conventions of the Holy See, through the auspices of the Dicastery for Culture and Education along with the National Framework for Qualifications (NFQ), which divides awards into distinct levels with appropriate learning outcomes. The frameworks offer objective measures for educational attainment in order to permit recognition of qualifications and facilitate movement of students.

**Module Name:** Each module has a formal name or description.

**Module Code:** For administrative purposes, each module has a code made up of letters and numbers. The first number of the code signifies the NFQ level, e.g. 08 signifies an NFQ level 8 module; the letters are abbreviations of subject-areas, e.g. PY (courses with PY in the module code are taught by Faculty of Philosophy in Saint Patrick's Pontifical University). The final set of digits are for identification purposes.

**Module Lecturer or Co-ordinator:** The person teaching the module. Where there is more than one lecturer, the co-ordinator is responsible for the direction of the course.

**Faculty:** The Faculty of Philosophy responsible for this module.

**Module Level:** This indicates the NFQ level for the module.

**Credit rating:** Each module carries a number of CREDITS or ECTS (European Credit Transfer System). Credit rating is calculated by the amount of time devoted to the module where one credit represents 20-25 hours estimated student input. Thus, a 5 credit module equates to 100 – 125 hours of work for the semester inclusive of classes, reading, private study, assessment preparation etc. One year of full time study is the equivalent of 60 ECTS Credits or 12 5 credit modules.

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# Higher Certificate in Philosophy

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b> <b>Holy See QF</b>	6 Short Cycle
<b>Programme Duration</b>	2 Year(s) Full Time/ 4 Year(s) Part Time	<b>Credits (ECTS)</b>	120

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

### **Knowledge (Breadth, Kind)**

1. Demonstrate knowledge of the main branches of philosophy and its history.
2. Demonstrate knowledge of some theoretical concepts along with abstract thinking in philosophy.

### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate a range of skills at philosophical analysis.
2. Demonstrate how to respond to judgements and conclusions in various philosophical domains.

### **Competence (Role, Learning to Learn, Insight)**

1. Apply a set of theoretical positions to issues and problems independent of those positions.
2. Demonstrate an ability to engage critically with others on a philosophically contentious issue.
3. Exercise personal responsibility in adapting knowledge and skills acquired to address novel questions and problems in varying contexts.

## Admission Requirements

1. In order to register for courses leading to the Degree of Higher Certificate in Philosophy, a student must have obtained a pass grade in five subjects of the Leaving Certificate or its equivalent: three of these must be academic subjects in the Maynooth University matriculation syllabus.
2. Students who do not qualify under 1 (a) may be considered for admission by the Faculty:
  - (a) if they are of mature age, i.e. if they have reached the age of 23 on or before 1<sup>st</sup> January of the year of entry into the programme;
  - or
  - (b) if they present a transcript of particular merit from an appropriate institute of Third Level education, containing full details regarding subjects studied, approximate number of lectures, and level of achievement in each subject.

## Courses for the Higher Certificate in Philosophy

The programme is comprised of modules combined to a total 120 credits; these involve modules exclusive to each year of study as well as cyclical modules common to both first and second year.

Below is the programme structure for the Certificate in Philosophy (subject to change):

Cycle A [beginning even numbered year]				Cycle B [beginning odd numbered year]			
First Year		Second Year		First Year		Second Year	
Semester 1				Semester 1			
PY06125	Fides et Ratio	PY06302	Reading Proofs of God's Existence	PY06125	Fides et Ratio	PY06216	Philosophy of Woman
PY06139	Academic Writing and Research	PY06215	Foundations of Analytic Philosophy	PY06139	Academic Writing and Research	PY06302	Reading Proofs of God's Existence
PY06145	Introduction to Philosophy	PY06152	The Philosophy of Gabriel Marcel	PY06145	Introduction to Philosophy	PY06146	Epistemology
PY06130	General Ethics	PY06130	General Ethics	PY06121	Classical Metaphysics	PY06121	Classical Metaphysics

PY06214	Philosophy, Politics, and Religion	PY06214	Philosophy, Politics, and Religion	PY06154	History of Ancient Philosophy	PY06154	History of Ancient Philosophy
PY06153	History of Modern Philosophy	PY06153	History of Modern Philosophy	PY06155	Philosophy of Mind	PY06155	Philosophy of Mind
<b>Semester 2</b>				<b>Semester 2</b>			
PY06124	Logical Reasoning and Critical Thinking	PY06148	Philosophical Theology	PY06124	Logical Reasoning and Critical Thinking	PY06141	Philosophy of Science and Nature
PY06150	Issues in Ethics	PY06150	Issues in Ethics	PY06140	History of Medieval Philosophy	PY06140	History of Medieval Philosophy
PY06151	The Philosophy of Aquinas	PY06151	The Philosophy of Aquinas	PY06142	The Philosophy of Augustine	PY06142	The Philosophy of Augustine
PY06149	The History of Contemporary Philosophy	PY06149	The History of Contemporary Philosophy	PY06147	The Philosophy of the Human Person	PY06147	The Philosophy of the Human Person
PY06134	Atheism and Philosophy	PY06134	Atheism and Philosophy	PY06126	Aesthetics	PY06126	Aesthetics
PY06156	Bonaventure	PY06156	Bonaventure	PY06135	Phenomenology	PY06135	Phenomenology

### **Progression**

On successful completion of the Higher Certificate in Philosophy, students may be considered for entry into the Baccalaureate in Philosophy programme.

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# Higher Diploma in Philosophy

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b> <b>Holy See QF</b>	8 1 <sup>st</sup> Cycle
<b>Programme Duration</b>	2 Year(s) Full Time/ 4 Year(s) Part Time	<b>Credits (ECTS)</b>	120

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

### **Knowledge (Breadth, Kind)**

1. Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of philosophy.
2. Communicate a comprehensive knowledge of diverse theories and research findings across a range of philosophical subjects and thinkers.

### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate mastery in philosophical analysis and critical evaluation.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various philosophical domains.

### **Competence (Role, Learning to Learn, Insight)**

1. Demonstrate an ability to work independently on philosophical reading, analysis, and writing.
2. Demonstrate an ability to engage critically with others on a philosophically contentious issue.
3. Exercise personal responsibility in adapting knowledge and skills acquired to address novel questions and problems in varying contexts.

## Admission Requirements

1. In order to register for courses leading to the Degree of Higher Diploma in Philosophy, a student must have a third-level qualification in any subject or combination of subjects at ordinary or honours bachelor level.
2. Students who do not qualify under 1 (a) may be considered for admission by the Faculty:
  - (a) if they are of mature age, i.e. if they have reached the age of 23 on or before 1<sup>st</sup> January of the year of entry into the programme;
  - or
  - (b) if they present a transcript of particular merit from an appropriate institute of Third Level education, containing full details regarding subjects studied, approximate number of lectures, and level of achievement in each subject.

## Courses for the Higher Diploma in Philosophy

The programme is comprised of modules combined to a total 120 credits; these involve modules exclusive to each year of study as well as cyclical modules common to both first and second year.

Below is the programme structure for the Diploma in Philosophy (subject to change):

Cycle A [beginning even numbered year]				Cycle B [beginning odd numbered year]			
First Year		Second Year		First Year		Second Year	
Semester 1				Semester 1			
PY08125	Fides et Ratio	PY08302	Reading Proofs of God's Existence	PY08125	Fides et Ratio	PY08216	Philosophy of Woman
PY08139	Academic Writing and Research	PY08215	Foundations of Analytic Philosophy	PY08139	Academic Writing and Research	PY08302	Reading Proofs of God's Existence
PY08145	Introduction to Philosophy	PY08152	The Philosophy of Gabriel Marcel	PY08145	Introduction to Philosophy	PY08146	Epistemology
PY08130	General Ethics	PY08130	General Ethics	PY08121	Classical Metaphysics	PY08121	Classical Metaphysics
PY08214	Philosophy, Politics, and Religion	PY08214	Philosophy, Politics, and Religion	PY08154	History of Ancient Philosophy	PY08154	History of Ancient Philosophy

PY08153	History of Modern Philosophy	PY08153	History of Modern Philosophy	PY08155	Philosophy of Mind	PY08155	Philosophy of Mind
<b>Semester 2</b>				<b>Semester 2</b>			
PY08124	Logical Reasoning and Critical Thinking	PY08148	Philosophical Theology	PY08124	Logical Reasoning and Critical Thinking	PY08141	Philosophy of Science and Nature
PY08150	Issues in Ethics	PY08150	Issues in Ethics	PY08140	History of Medieval Philosophy	PY08140	History of Medieval Philosophy
PY08151	The Philosophy of Aquinas	PY08151	The Philosophy of Aquinas	PY08142	The Philosophy of Augustine	PY08142	The Philosophy of Augustine
PY08149	The History of Contemporary Philosophy	PY08149	The History of Contemporary Philosophy	PY08147	The Philosophy of the Human Person	PY08147	The Philosophy of the Human Person
PY08134	Atheism and Philosophy	PY08134	Atheism and Philosophy	PY08126	Aesthetics	PY08126	Aesthetics
PY08156	Bonaventure	PY08156	Bonaventure	PY08135	Phenomenology	PY08135	Phenomenology

### **Progression**

On successful completion of the Higher Diploma in Philosophy, students may be considered for entry into the Baccalaureate in Philosophy programme.

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# Baccalaureate in Philosophy (1 Year Full Time)

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level Holy See QF</b>	8 1 <sup>st</sup> Cycle
<b>Programme Duration</b>	1 Year(s) Full Time/ 2 Year(s) Part Time	<b>Credits (ECTS)</b>	60

The Baccalaureate in Philosophy 1 Year Full Time is a top up programme which takes the learning from a previous Higher Certificate, Diploma, or Higher Diploma in Philosophy (120 ECTS) adding to that 60 ECTS to bring the student up to 180 ECTS of philosophy thereby satisfying the requirement of the Baccalaureate in Philosophy.

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

### Knowledge (Breadth, Kind)

1. Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of philosophy.
2. Communicate a comprehensive knowledge of diverse theories and research findings across a range of philosophical subjects and thinkers.

### Skills (Know-How, Range, Selectivity, Context)

1. Demonstrate mastery in philosophical analysis and critical evaluation.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various philosophical domains.

### Competence (Role, Learning to Learn, Insight)

1. Demonstrate an ability to work independently on philosophical reading, analysis, and writing.

2. Demonstrate an ability to engage critically with others on a philosophically contentious issue.
3. Exercise personal responsibility in adapting knowledge and skills acquired to address novel questions and problems in varying contexts.

## Admission Requirements

1. In order to register for courses leading to the Degree of Baccalaureate in Philosophy (1 Year Full Time), a student must have successfully completed either a Diploma or Higher Diploma in Philosophy.

## Courses for the Baccalaureate in Philosophy (1 Year Full Time)

The programme is comprised of modules combined to a total 60 credits; these modules occur within the cycle outlined below. Students undertake modules within the relevant cycle.

Below is the programme structure for the Baccalaureate in Philosophy (1 Year Full Time) subject to change:

Cycle A [beginning even numbered year]		Cycle B [beginning odd numbered year]	
Semester 1		Semester 1	
PY08302	Reading Proofs of God's Existence	PY08216	Philosophy of Woman
PY08215	Foundations of Analytic Philosophy	PY08302	Reading Proofs of God's Existence
PY08152	The Philosophy of Gabriel Marcel	PY08146	Epistemology
PY08130	General Ethics	PY08121	Classical Metaphysics
PY08214	Philosophy, Politics, and Religion	PY08154	History of Ancient Philosophy
P08Y153	History of Modern Philosophy	PY08155	Philosophy of Mind

Semester 2		Semester 2	
PY08148	Philosophical Theology	PY08141	Philosophy of Science and Nature
PY08150	Issues in Ethics	PY08140	History of Medieval Philosophy
PY08151	The Philosophy of Aquinas	PY08142	The Philosophy of Augustine
PY08149	The History of Contemporary Philosophy	PY08147	The Philosophy of the Human Person
PY08134	Atheism and Philosophy	PY08126	Aesthetics
PY08156	Bonaventure	PY08135	Phenomenology

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# Baccalaureate in Philosophy

## (3 Years Full Time)

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b> <b>Holy See QF</b>	8 1 <sup>st</sup> Cycle
<b>Programme Duration</b>	3 Year(s) Full Time/ 6 Year(s) Part Time	<b>Credits (ECTS)</b>	180

### Programme Learning Outcomes

On completion of the programme, graduates will be able to:

#### **Knowledge (Breadth, Kind)**

1. Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of philosophy.
2. Communicate a comprehensive knowledge of diverse theories and research findings across a range of philosophical subjects and thinkers.

#### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate mastery in philosophical analysis and critical evaluation.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various philosophical domains.

#### **Competence (Role, Learning to Learn, Insight)**

1. Demonstrate an ability to work independently on philosophical reading, analysis, and writing.
2. Demonstrate an ability to engage critically with others on a philosophically contentious issue.

3. Exercise personal responsibility in adapting knowledge and skills acquired to address novel questions and problems in varying contexts.

### **Admission Requirements**

1. In order to register for courses leading to the degree of Baccalaureate in Philosophy, a pass grade is required in five subjects of the Leaving Certificate or its equivalent.
2. Students who do not qualify under 1 (a) may be considered for admission by the Faculty:
  - (a) if they are of mature age, i.e. if they have reached the age of 23 on or before 1<sup>st</sup> January of the year of entry into the programme;
  - or
  - (b) if they present a transcript of particular merit from an appropriate institute of Third Level education, containing full details regarding subjects studied, approximate number of lectures, and level of achievement in each subject.

### **Courses for the Baccalaureate in Philosophy**

The programme is comprised of modules combined to a total 180 credits; these involve modules exclusive to each year of study as well as cyclical modules common to both first and second year.

Below is the programme structure for the Diploma in Philosophy (subject to change):

Cycle A [beginning even numbered year]				Cycle B [beginning odd numbered year]			
First Year		Second Year		First Year		Second Year	
Semester 1				Semester 1			
PY08125	Fides et Ratio	PY08302	Reading Proofs of God's Existence	PY08125	Fides et Ratio	PY08216	Philosophy of Woman
PY08139	Academic Writing and Research	PY08215	Foundations of Analytic Philosophy	PY08139	Academic Writing and Research	PY08302	Reading Proofs of God's Existence
PY08145	Introduction to Philosophy	PY08152	The Philosophy of Gabriel Marcel	PY08145	Introduction to Philosophy	PY08146	Epistemology

PY08130	General Ethics	PY08130	General Ethics	PY08121	Classical Metaphysics	PY08121	Classical Metaphysics
PY08214	Philosophy, Politics, and Religion	PY08214	Philosophy, Politics, and Religion	PY08154	History of Ancient Philosophy	PY08154	History of Ancient Philosophy
PY08153	History of Modern Philosophy	PY08153	History of Modern Philosophy	PY08155	Philosophy of Mind	PY08155	Philosophy of Mind
<b>Semester 2</b>				<b>Semester 2</b>			
PY08124	Logical Reasoning and Critical Thinking	PY08148	Philosophical Theology	PY08124	Logical Reasoning and Critical Thinking	PY08141	Philosophy of Science and Nature
PY08150	Issues in Ethics	PY08150	Issues in Ethics	PY08140	History of Medieval Philosophy	PY08140	History of Medieval Philosophy
PY08151	The Philosophy of Aquinas	PY08151	The Philosophy of Aquinas	PY08142	The Philosophy of Augustine	PY08142	The Philosophy of Augustine
PY08149	The History of Contemporary Philosophy	PY08149	The History of Contemporary Philosophy	PY08147	The Philosophy of the Human Person	PY08147	The Philosophy of the Human Person
PY08134	Atheism and Philosophy	PY08134	Atheism and Philosophy	PY08126	Aesthetics	PY08126	Aesthetics
PY08156	Bonaventure	PY08156	Bonaventure	PY08135	Phenomenology	PY08135	Phenomenology

<b>Third Year</b>	
<b>Semester 1</b>	
PY08144	The Philosophy of Soren Kierkegaard
PY08304	Extended Essay (2 semesters)
EL08249	Good and Evil I
MR08342	No Escaping Fundamental Questions
MR08228	Catholic Social Ethics
PS08202	Primary Text Seminar II/A/B/C TITLE
<b>Semester 2</b>	
PY08303	Reading the <i>Summa Theologiae</i>
PY08304	Extended Essay [continued from previous semester]
EL08248	Good and Evil II
MR08346	Justice, Human Rights and Catholic Social Doctrine
PY08601	Philosophy of Religion and Secular Thought
PS08202	Primary Text Seminar II/A/B/C

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# Licentiate in Philosophy

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level Holy See QF</b>	9 2nd Cycle
<b>Programme Duration</b>	2 Year(s) Full Time/ 4 Year(s) Part Time	<b>Credits (ECTS)</b>	120

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

### **Knowledge (Breadth, Kind)**

1. Demonstrate an understanding of the main historical and systematic areas of philosophy as informed by the work of thinkers at the forefront of the field.
2. Communicate and critically evaluate knowledge of diverse theories and research findings across a range of contemporary philosophical subjects and thinkers.

### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate mastery in philosophical analysis and critical evaluation in extended pieces of writing and oral examination.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various contemporary philosophical domains; this will often involve knowledge of several languages in order to engage with contemporary thinkers.

### **Competence (Role, Learning to Learn, Insight)**

1. Demonstrate an ability to engage critically with others in writing, discussion, and oral examination, in particular, the ability to engage critically when put under pressure.
2. Demonstrate an ability to initiate and lead seminar discussion.

3. Exercise skills in acquiring new languages for research, locating research materials, and preparation for oral examination.

## **Admission Requirements**

1. In order to register for courses leading to the Degree of Licentiate in Philosophy, a student must have received a Baccalaureate or Bachelor's degree in Philosophy at least upper second class or equivalent.
2. Applicants should provide a letter of recommendation showing evidence of their character and integrity. In the case of seminarians or priests, this letter should be provided by their Ordinary or College Rector; in the case of religious or consecrated persons, this should be provided by their Superior or Study Director; in the case of lay students, this should be provided by an ecclesiastical person who knows the candidate well.
3. Applicants should provide a personal statement accompanying their application, in which they provide reasons for applying to study for a Licentiate, the prior preparation (undergraduate study) and skills (e.g. knowledge of philosophy, organizational and critical thinking abilities, etc.) they possess, and the goals they have, including both short-term aims for the programme, and long-term goals for their work after the proposed degree.
4. Applicants undergo an interview with two members of staff, which will normally be based on the personal statement they have submitted as well as upon their academic history.

## **Courses for the Licentiate in Philosophy**

The programme is comprised of modules and a minor dissertation combined to a total 120 credits. The modules run on a cycle and students choose 9 modules out of the list below in the relevant cycle. This minor dissertation should be between 25,000 and 30,000 words in length (excluding bibliography and appendices).

Below are the modules offered on the Licentiate in Philosophy (subject to change); students undertake 9 of these modules over the course of the programme:

<b>Cycle A</b> [beginning even numbered year]		<b>Cycle B</b> [beginning odd numbered year]	
<b>First Year</b>	<b>Second Year</b>	<b>First Year</b>	<b>Second Year</b>
<b>Semester 1</b>		<b>Semester 1</b>	
PY09406	Texts in Modern Philosophy	PY09401	Philosophical Themes in Ancient and Medieval Thought: Metaphysics, Epistemology, Ethics
PY09408	Political Theology	PY09403	Mind and World
PY09411	Ancient Philosophy	PY09410	Females Voices in Religious Philosophy
<b>Semester 2</b>		<b>Semester 2</b>	
PY09407	Themes from the Philosophy of Thomas Aquinas	PY09404	Philosophy, Science, and Nature
PY09409	Philosophy of God	PY09402	Perspectives on Selfhood
PY09412	Medieval Philosophy	PY09405	Creation and Desire

### **Special requirements for being awarded the Licentiate in Philosophy degree:**

- If candidates do not already have some proficiency in a second academic language, they must acquire at least a reading knowledge of the same, preferably an academic language that is relevant to their area of research.
- Candidates must complete all degree requirements within three years after their admission to the programme.
- The minor dissertation should be between 25,000 and 30,000 words in length (excluding bibliography and appendices).
- Candidates must pass the following examinations:
  1. The regular examinations required in each course.
  2. An oral examination of 30 minutes duration, based on their thesis, before a member of the Faculty (excluding the thesis supervisor) and an external reader.

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# Masters in Philosophy (MPhil)

## 1 Year Taught

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b>	9
<b>Programme Duration</b>	1 Year(s) Full Time/ 2 Year(s) Part Time	<b>Credits (ECTS)</b>	90

### Programme Learning Outcomes

On completion of the programme, graduates will be able to:

#### **Knowledge (Breadth, Kind)**

1. Demonstrate an understanding of the main historical and systematic areas of philosophy as informed by the work of thinkers at the forefront of the field.
2. Communicate and critically evaluate knowledge of diverse theories and research findings across a range of contemporary philosophical subjects and thinkers.

#### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate mastery in philosophical analysis and critical evaluation in extended pieces of writing and oral examination.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various contemporary philosophical domains; this will often involve knowledge of several languages in order to engage with contemporary thinkers.

#### **Competence (Role, Learning to Learn, Insight)**

1. Demonstrate an ability to engage critically with others in writing, discussion, and oral examination, in particular, the ability to engage critically when put under pressure.
2. Demonstrate an ability to initiate and lead seminar discussion.
3. Exercise skills in acquiring new languages for research, locating research materials, and preparation for oral examination.

## Admission Requirements

1. The minimum entry requirement is an honours primary degree in which Philosophy comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I or equivalent overall.
2. Applicants undergo an interview with two members of staff.
3. The Faculty of Philosophy will also consider applications from candidates whose primary degree is in a subject cognate with philosophy and which comprises a significant philosophical component as determined by the admission board of the Faculty.

## Courses for the Masters in Philosophy

The programme is comprised of modules and a minor dissertation combined to a total 90 credits. The modules run on a cycle and students choose 6 modules out of the list below in the relevant cycle. This minor dissertation should be between 15,000 and 20,000 words in length (excluding bibliography and appendices).

Below are the modules offered on the Master in Philosophy Taught (subject to change); students undertake 6 of these modules whilst preparing their minor dissertation:

<b>Cycle A [beginning even numbered year]</b>		<b>Cycle B [beginning odd numbered year]</b>	
<b>First Year</b>	<b>Second Year</b>	<b>First Year</b>	<b>Second Year</b>
<b>Semester 1</b>		<b>Semester 1</b>	
PY09406	Texts in Modern Philosophy	PY09401	Philosophical Themes in Ancient and Medieval Thought: Metaphysics, Epistemology, Ethics
PY09408	Political Theology	PY09403	Mind and World
PY09411	Ancient Philosophy	PY09410	Females Voices in Religious Philosophy
<b>Semester 2</b>		<b>Semester 2</b>	
PY09407	Themes from the Philosophy of Thomas Aquinas	PY09404	Philosophy, Science, and Nature
PY09409	Philosophy of God	PY09402	Perspectives on Selfhood
PY09412	Medieval Philosophy	PY09405	Creation and Desire

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# Masters in Philosophy (MPhil)

## Two Year Taught

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b>	9
<b>Programme Duration</b>	2 Year(s) Full Time/ 4 Year(s) Part Time	<b>Credits (ECTS)</b>	120

### Programme Learning Outcomes

On completion of the programme, graduates will be able to:

#### **Knowledge (Breadth, Kind)**

1. Demonstrate an understanding of the main historical and systematic areas of philosophy as informed by the work of thinkers at the forefront of the field.
2. Communicate and critically evaluate knowledge of diverse theories and research findings across a range of contemporary philosophical subjects and thinkers.

#### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate mastery in philosophical analysis and critical evaluation in extended pieces of writing and oral examination.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various contemporary philosophical domains; this will often involve knowledge of several languages in order to engage with contemporary thinkers.

#### **Competence (Role, Learning to Learn, Insight)**

1. Demonstrate an ability to engage critically with others in writing, discussion, and oral examination, in particular, the ability to engage critically when put under pressure.
2. Demonstrate an ability to initiate and lead seminar discussion.
3. Exercise skills in acquiring new languages for research, locating research materials, and preparation for oral examination.

## Admission Requirements

1. The minimum entry requirement is an honours primary degree in which Philosophy comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I or equivalent overall.
2. Applicants undergo an interview with two members of staff.
3. The Faculty of Philosophy will also consider applications from candidates whose primary degree is in a subject cognate with philosophy and which comprises a significant philosophical component as determined by the admission board of the Faculty.

### Courses for the Masters in Philosophy (2 Year Taught)

The programme is comprised of modules and a minor dissertation combined to a total 120 credits. The modules run on a cycle and students choose 5 modules out of the list below in the relevant cycle. This minor dissertation should be between 25,000 and 30,000 words in length (excluding bibliography and appendices). The dissertation shall be examined by the dissertation supervisor and an external examiner chosen by the Faculty. Candidates may be examined on the subject matter of the dissertation if the above examiners so decide

Below are the modules offered on the Masters in Philosophy 2 Year Taught (subject to change); students undertake 5 of these modules whilst preparing their minor dissertation:

<b>Cycle A [beginning even numbered year]</b>		<b>Cycle B [beginning odd numbered year]</b>	
<b>First Year</b>	<b>Second Year</b>	<b>First Year</b>	<b>Second Year</b>
<b>Semester 1</b>		<b>Semester 1</b>	
PY09406	Texts in Modern Philosophy	PY09401	Philosophical Themes in Ancient and Medieval Thought: Metaphysics, Epistemology, Ethics
PY09408	Political Theology	PY09403	Mind and World
PY09411	Ancient Philosophy	PY09410	Females Voices in Religious Philosophy
<b>Semester 2</b>		<b>Semester 2</b>	
PY09407	Themes from the Philosophy of Thomas Aquinas	PY09404	Philosophy, Science, and Nature
PY09409	Philosophy of God	PY09402	Perspectives on Selfhood
PY09412	Medieval Philosophy	PY09405	Creation and Desire

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# Masters in Philosophy (MPhil) Research

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b>	9
<b>Programme Duration</b>	2 Year(s) Full Time/ 4 Year(s) Part Time	<b>Credits (ECTS)</b>	

## **Programme Learning Outcomes**

On completion of the programme, graduates will be able to:

### **Knowledge (Breadth, Kind)**

1. Demonstrate an understanding of the main historical and systematic areas of philosophy as informed by the work of thinkers at the forefront of the field.
2. Communicate and critically evaluate knowledge of diverse theories and research findings across a range of contemporary philosophical subjects and thinkers.

### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate mastery in philosophical analysis and critical evaluation in extended pieces of writing and oral examination.
2. Evaluate theoretical and historical work in order to formulate judgements and draw conclusions in various contemporary philosophical domains; this will often involve knowledge of several languages in order to engage with contemporary thinkers.

### **Competence (Role, Learning to Learn, Insight)**

1. Demonstrate an ability to engage critically with others in writing, discussion, and oral examination, in particular, the ability to engage critically when put under pressure.
2. Demonstrate an ability to initiate and lead seminar discussion.
3. Exercise skills in acquiring new languages for research, locating research materials, and preparation for oral examination.

## **Admission Requirements**

1. The minimum entry requirement is an honours primary degree in which Philosophy comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I or equivalent overall.
2. Applicants undergo an interview with two members of staff.
3. The Faculty of Philosophy will also consider applications from candidates whose primary degree is in a subject cognate with philosophy and which comprises a significant philosophical component as determined by the admission board of the Faculty.

## **Programme**

The Masters in Philosophy (Research) consists of specialised research on a chosen topic culminating in the production of a 40,000 word thesis (excluding footnotes and bibliography)

Along with the writing of the thesis, students as a rule will be expected to (i) undertake a research and methodology module, (ii) participate in modules offered by the faculty, if relevant to the topic of research, and (iii) contribute to public speaking events in the life of the University.

The topic of research is determined in discussion with the Faculty of Philosophy and an appropriate supervisor is appointed.

Candidates must complete Postgraduate Induction week.

Candidates shall be required to submit their dissertations within two years. Extensions may be granted for one year in exceptional circumstances.

The dissertation shall be examined by the dissertation supervisor and an external examiner chosen by the Faculty. Candidates may be examined on the subject matter of the dissertation if the above examiners so decide.

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# Doctorate in Philosophy

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*Programme Co-ordinator: Dr Gaven Kerr*

<b>Subject</b>	Philosophy	<b>NFQ Level</b>	10
<b>Programme Duration</b>	3 Year(s) Full Time/ 6 Year(s) Part Time	<b>Credits (ECTS)</b>	

## Programme Learning Outcomes

On completion of the programme, graduates will be able to:

### **Knowledge (Breadth, Kind)**

1. Demonstrate thorough knowledge of the history of philosophy and key philosophical debates, especially those within one's chosen specialisation, exhibiting the ability to critically engage with both primary and secondary literature.
2. Produce a significant contribution to the field of philosophy through original research, that is, a substantial, well-researched, and rigorously argued dissertation that addresses a specific philosophical question or problem, of a quality to satisfy review by peers.

### **Skills (Know-How, Range, Selectivity, Context)**

1. Demonstrate philosophical analysis in both evaluating and constructing arguments and in putting forth plausible and nuanced exegesis of texts when applicable.
2. Communicate effectively, in oral and written form, results of research and innovation to peers, articulating complex ideas with clarity and precision, and engaging in scholarly dialogue through publications, presentations, and participation in academic conferences and seminars.

### **Competence (Role, Learning to Learn, Insight)**

1. Exercise personal responsibility and independent initiative in conducting research by finding, reading, and understanding relevant sources and incorporating them into sustained written analysis and argumentation.
2. Demonstrate an awareness of the impact of philosophical research on society and culture.

## **Admission Requirements**

1. Applicants should have received a Licentiate in philosophy from a recognized institution upper second class or above. Students who have done their philosophical studies in a civil Faculty of Philosophy can only be admitted if their preparation meets the requirements for an Ecclesiastical Faculty of Philosophy, typically 120 ECTs of study at postgraduate level.
2. Where a deficiency exists, e.g. a student has completed a 90 credit Masters, certain modules must be taken to satisfy the ecclesiastical requirements.
2. Applicants undergo an interview with two members of staff.
3. The Faculty of Philosophy will also consider applications from candidates whose primary degree is in a subject cognate with philosophy and which comprises a significant philosophical component as determined by the admission board of the Faculty.

## **Programme of Study for the Doctorate in Philosophy**

The award of the Doctorate requires the submission of a substantial body of original research (80,000 – 90,000 words) which makes a real contribution to the progress of philosophy. This research takes the form of a thesis that is assessed by a committee of examiners appointed by the Pontifical University, and by an oral examination.

Candidates must normally complete at least three years of study, which may include several postgraduate seminar courses and some teaching.

As the DPh is a full-time academic programme, candidates are expected to be able to dedicate 35–40 hours per week to research and study. Candidates should be available on campus as course requirements and library work require, especially at the beginning of their studies. Candidates are also required to meet with their supervisor (in person or online) at least once per month during the semester to discuss their progress.

As circumstances permit, it is strongly recommended that doctoral candidates participate in important public events in the life of the faculty.

Candidates are expected to make at least two public presentations of their research prior to submission of their thesis.

At the end of the first year, doctoral students should provide sufficient evidence of progress in the preparation of the dissertation to warrant continuance.

Candidates must provide an annual written account of the progress of their study and research that is to be submitted to the director, reader, and dean.

Candidates must have their dissertation proposal approved by a director, and subsequently submitted to the dean and faculty for their approval. Once the proposal is accepted, candidates are free to pursue their chosen topic of research.

### **Requirements for being awarded the Doctorate in Philosophy (DPh) degree:**

In order to obtain the doctorate in Philosophy a candidate:

- (i) Shall present a written dissertation which proves that he or she has the capacity for scientific investigation and which makes a real contribution to philosophy;
- (ii) Shall provide a summary of the arguments and the conclusions of the dissertation for each reader;
- (iii) Shall defend the dissertation for an hour before members of the Faculty and experts whom the Faculty may invite;
- (iv) Shall give a lecture for half-an-hour before members of the Faculty on a subject chosen by the Faculty and communicated to him or her not later than the previous day;
- (v) Shall be examined for half-an-hour before members of the Faculty on twenty-five propositions from general philosophy chosen by him and approved by the Faculty;
- (vi) Shall publish the thesis in whole or in part

The number of examiners from the Faculty in the case of (iii), (iv), and (v) above shall be at least five.

The dissertation shall be presented to the Faculty at least forty days before the candidate may be admitted to defend it. In exceptional cases the Faculty may shorten the period required.

The dissertation shall be examined and evaluated by at least three readers, two from the Faculty and one extern who is an expert in the matter of the dissertation.

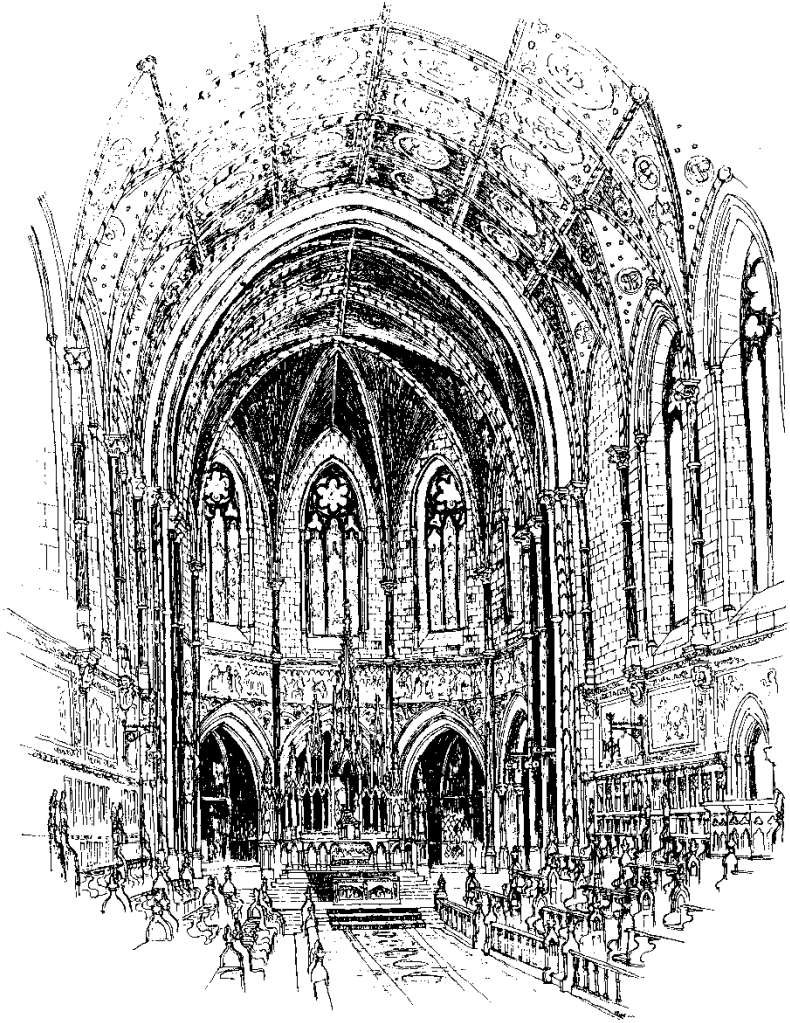
Before the dissertation has been approved by these readers the candidate may not be admitted to defend it.

The academic community of the University may attend the defence of the dissertation.

Objections to the dissertation may be raised not only by those deputed to examine the candidate but also by other members of the academic staff and other scholars invited, subject to the moderation of the Dean or his/her delegate, who presides.

## *Chapter VIII*

### **Index Praemiorum**



**The *College Chapel* at Saint Patrick's College, Maynooth**

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# **Index Praemiorum**

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QUOD RELIGIONI REI LITTERARIAE TOTIQUE

REIPUBLICAE

FELIX FAUSTUMQUE SIT

ANNO REPARATAE SALUTIS HUMANAE

MMXXIV

SACRI PRINCIPATUS

**FRANCISCI PONTIFICIS MAXIMI**

DUODECIMO

PRAESIDE

**ADM REVERENDO MICHAEL SHORTALL**

COLLEGIUM SANCTI PATRICII

PRAESENTIBUS FAVENTIBUSQUE PRAEFATI COLLEGII

REVERENDISSIMIS CURATORIBUS

ALUMNOS SUOS HOC PRAEMIORUM ORDINE

REMUNERATUR

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# **Special Prizes Awarded in the Year 2024**

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## **The BA in Divinity – Third Year Prize**

Johan Bugeja

## **The BA in Divinity – Second Year Prize**

Stephen Sherry

## **The BA in Divinity - First Year Prize**

William O'Shea

## **The Ferns Furlong Prize in Theology (Baccalaureate in Theology)**

Matthew Roche

## **The BA in Theology & Arts – Third Year**

Aisling Conaty

## **The BA in Theology & Arts – Second Year**

Grace Grogan

## **The BA in Theology & Arts – First Year**

Rowan Egan

## **The Dominican Sisters Award for Religious Education**

**Certificate:** Emma Dunne

**Post Graduate Certificate:** Ciara Geraghty

## **The Archbishop McNamara Memorial Prize – Higher Diploma in Pastoral Theology**

Ellen Momo

## **The Higher Diploma in Theological Studies Prize**

Méabh Nic Guidhir

**The Fitzpatrick Prize in Canon Law – Third Divinity**

Johan Bugeja

**The Cunningham Prize in Canon Law – Second Divinity**

Lucianmary Okafor

Michael Takim

**The Kenney Prize in Ecclesiastical History**

William O’Shea

Richard Paul Elms

**The Marsh Prize (Third Year BATH Systematic Theology)**

Jack Kennedy

**The Daughters of Charity Prize (Philosophy)**

Barnabas Tumwekwase

**Saint Teresa Benedicata of the Cross (Edith Stein) Prize**

Karlo Broussard

**Salesian Prize in Youth Ministry**

Ndubuisi Sixtus Onuigbo

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**Pontifical University**  
**Graduation in the year 2024**

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**Conferring of Degrees and Diplomas**  
**Saturday 9<sup>th</sup> November 2024**

**FACULTY OF THEOLOGY**

**DOCTORATE IN THEOLOGY (PHD)**

**Pius Faruna**

Title of Dissertation:

*“The Concept of the Integral and Catholic Social Teaching”*

**Peter Ewaoche Johnson**

Title of Dissertation:

*“Sinful Social Structures and the Issues of Migration and Refugees: Reassessing Pope Francis’s Agenda on Migration/Refugee Crisis and the Response of the Church to the Challenges of Internally Displaced Persons in Nigeria”*

**Anish John**

Title of Dissertation:

*“Orientation Towards Mystery: An Exploration into the Theological Anthropology of Karl Rahner in Dialogue with Paulos Gregorios”*

**Roland Ntambang**

Title of Dissertation:

*“Fostering Greater Conversion For Active Liturgical Participation: Exploring The Thought of Bernard Lonergan”*

**Peter Jacob Shanet**

Title of Dissertation:

*“My Peace I Give You” (John 14:27): Benedict XVI’s Logic of the Gift and Peacebuilding in Catholic Social Teaching”*

**William Woods**

Title of Dissertation: *John Scottus Eriugena (c.815-877) and the Charge of Pantheism: A Theological and Historical Investigation”*

**LICENTIATE IN DIVINITY**

Michael Chimvalenji

**MASTERS IN THEOLOGY**

Daniel Canning  
Emmanuel Ibitoye  
Kolwani Nyoni

Elizabeth Gregan  
Simon Mundisiye  
Martin Raja

**MASTERS IN THEOLOGY SPECIALISATION IN  
PASTORAL THEOLOGY  
(HEALTHCARE CHAPLAINCY)**

Onyedikachukwu John Damascene Akaolisa  
Samuel Chinedu Akubuenyi

**MASTERS IN THEOLOGY SPECIALISATION IN BIBLE  
AND SPIRITUALITY**

Marie Colhoun  
Gemma Mulligan

Denis Kelleher

**MASTERS IN THEOLOGY SPECIALISATION IN  
CONTEMPORARY ETHICS**

Jomon Kakkanattu Varkey

**MASTERS IN THEOLOGY SPECIALISATION IN  
CARMELITE STUDIES**

Noel Bordador

**MASTERS IN LITURGICAL MUSIC**

Neal Smith

**POSTGRADUATE DIPLOMA IN THEOLOGICAL STUDIES**

Sesugh Victor Nyam

**BACCALAUREATE IN DIVINITY HONOURS**

Johan Bugeja

Vinh Hien Tran

Anthony Moffett

**BACCALAUREATE IN THEOLOGY AND ARTS HONOURS**

Laura Boyle

Aisling Conaty

Catherine Fedynyshyn

Niamh Goggin

Victoria Nugent Chubb

Niall Carey

Stephen Dwan

Sarah Geoghegan

Jack Kennedy

Cáit Walsh

**BACCALAUREATE IN THEOLOGY AND ARTS HONOURS  
INTERNATIONAL**

Amy Lynch

**BACCALAUREATE IN THEOLOGY**

Matthew Roche

**BACCALAUREATE IN THEOLOGY - CARMELITE STUDIES**

Mary Heffernan

Bernie Kelly

**HIGHER DIPLOMA IN PASTORAL THEOLOGY**

Timothy Collins

Anthony Kerr

Zhang Cunjuan

## **HIGHER DIPLOMA IN PASTORAL THEOLOGY SPECIALIZING IN HEALTHCARE CHAPLAINCY**

Dympna Blake  
Cathal Galligan  
Ellen Momo

Barbara Fitzgerald  
Diarmuid Heneghan  
Bernard Opara

## **HIGHER DIPLOMA IN THEOLOGICAL STUDIES**

Comfort Apedzi  
Irene Balzan  
Geraldine Buckley  
Roisin Crumlish  
Brigid Doherty  
Audrey Hardiman  
Laura Madrigal-Estebas  
Méabh Nic Guidhir  
Sarah Sweetman

Roseline Arubi  
Robert Barton  
Clare Burke  
Leo Cornelius Devine  
Clare Flynn  
Chenghue Lyu  
Mary Morrissey  
Tracey Shaughnessy

## **DIPLOMA IN SPIRITUALITY**

Edmund Butler  
Christopher Firmstone

Veronica Dalton  
Maria Paulson Pilavendran

## **DIPLOMA IN YOUTH MINISTRY & SPIRITUALITY**

Kushara Nilanthi Herath Mudiyanselegh  
Peter Johnson  
Hagos Lemlem  
Adele Whelan

Jean Iandry  
Jinjun Kang  
Ndubuisi Sixtus Onuigbo  
Jiajia Ruose

## **CERTIFICATE IN THEOLOGY – (ADULT EDUCATION AND PASTORAL MINISTRY)**

Deirdre Flood

Majella McArdle

## **CERTIFICATE IN SPIRITUALITY**

Martin Auger

Thomas Federici

Celestina Ikpeni  
Underson Musina  
Marie Orines

Elizabeth Korves  
Aoife O'Neill  
Susan Vassar

## **POST GRADUATE CERTIFICATE IN CATHOLIC RELIGIOUS EDUCATION AND THEOLOGICAL STUDIES**

Ross Banahan  
Ronan Buckley  
Róisín Connolly  
Christin Dollard  
Alison Farrell  
Ciara Geraghty  
Luke Hogan  
Lee Kavanagh  
Alicia Kinsella  
Ella McGillen Hudson  
Rachel Meenehan  
Rebecca Molloy  
Emma Murphy  
Ciara Nic Dhonncha  
Sophie Slaven  
Ezra Wilson

Lauren Boyle  
Alice Buggy  
Jack Darcy  
Elaine Doyle  
Aoibhín Fitzsimons  
Sinéad Giblin  
Michaela Hölzner  
Amber Kiernan  
Jorja Malone  
Clara McShane  
Kate Meredith-Gregg  
Chloe Moran  
Paula Murphy  
Eleanor O'Reilly  
Kate Stafford

## **CERTIFICATE IN CATHOLIC RELIGIOUS EDUCATION AND THEOLOGICAL STUDIES**

Cora Allen  
Kevin Bracken  
Aoibhinn Burke  
Eimear Byrne  
Sean Byrne  
Shauna Carter  
Michelle Clements  
Katie Cooke  
Kate Cummins

Aine Behan  
Aleisha Brady  
Abigail Byrne  
Jennifer Byrne  
Ciara Byrne  
Isabella Cipolla  
Sarah Commons  
Kate Cullen  
Therese Donnelly

Ethan Dowling Alonso  
Ellen Dunphy  
Ciara Faulkner  
Ciara Flood  
David Fogarty  
Leah Fortune Mallon  
Aine Gillen  
Ruth Harman  
Lucy Higgins  
Katie Johnson  
Emily Keane  
Rachel Kelleher  
Cayla Lawless  
Conor Locke  
Charly Mauger  
Amy McDonagh  
Francesca McGreal  
Colm Meaney  
Enda Minogue  
Emma Morris  
Laura Mulvany  
Katie Murnaghan  
Laura Jane Norris  
Roisin O'Brien Maguire  
Hannah O'Donohoe  
Grainne O'Reilly  
Isabel Ryan  
Brianna Sheehan  
Mollie Somers  
Ellen Tiernan  
Adam Tyrrell  
Emma Walsh  
Emma Ward

Emma Dunne  
Daragh Ellison  
Aoife Flannery  
Shannon Flynn  
Michelle Forkin  
Jade Garland  
Eimear Goland  
Fiona Hick  
Sophie Irwin  
Aine Kavanagh  
Hannah Keating  
Jennifer Kelly  
Daniel Leech  
Erin Lovett Dempsey  
Elaine McCarroll  
Emma McDonnell  
Cian McHugh  
Lauren Meehan  
Aisling Moran  
Giedre Motiejunaite  
Niamh Mulvey  
Daragh Murphy O'Shea  
Abigail O'Brien  
Elaine O'Connor  
Aisling O'Mahony  
Annmarie Redmond  
Megan Shaughnessy  
Laura Smith  
Cliona Teehan  
Amber Travers  
Niamh Ussher  
Katie Walsh  
Megan Weldon

# **FACULTY OF PHILOSOPHY**

## **DOCTORATE IN PHILOSOPHY**

**Karlo Jude Broussard**

Title of Dissertation:

*“Divine Immutability and the Variability of Creation: A Thomistic Reconciliation”*

**Joseph McMeans**

Title of Dissertation:

*“Being in Reference to the Person: Christos Yannaras and the Ecclesial Event”*

## **BACCALAUREATE IN PHILOSOPHY**

Cian Hennessy

## **HIGHER DIPLOMA IN PHILOSOPHY**

Barnabas Tumwekwase

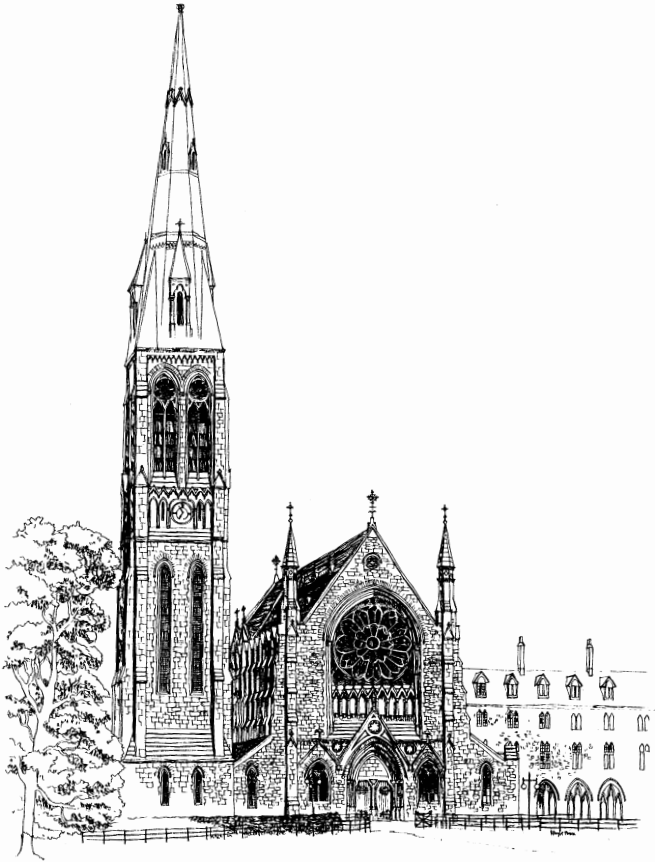
## **DIPLOMA IN PHILOSOPHY**

Noel Doherty



*Chapter IX*

**SEMINARY**



*The College Chapel at Saint Patrick's College, Maynooth*

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# **Ordination to the Priesthood**

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**St Eunan's Cathedral, Letterkenny**

**Sunday, 9<sup>th</sup> May 2024**

**by Most Reverend Alan McGuckian SJ, Bishop of Down and Connor**

Anthony Hartnett, Raphoe

**Cathedral of St Patrick and St Feilm, Cavan**

**Sunday, 23rd June 2024**

**by Most Reverend Martin Hayes, Bishop of Kilmore**

Jordan MacGabhann

**Church of the Holy Rosary, Castlebar**

**Sunday, 7th July 2024**

**by His Grace Most Reverend Francis Duffy, Archbishop of Tuam**

Mark Quinn, Tuam

**St James' Church, Glenbeigh**

**Sunday, 18<sup>th</sup> August 2024**

**by Most Reverend Raymond A. Browne, Bishop of Kerry**

Seán Murphy, Kerry

**St Michael's Church, Tipperary**

**Sunday 8th December 2024**

**by Most Reverend Kieran O'Reilly SMA, Archbishop of Cashel and Emly**

Killian Heney, Cashel and Emly

**St John's Cathedral, Limerick**

**Sunday, 11th May 2025**

**by Most Reverend Brendan Leahy, Bishop of Limerick**

Tim Collins, Limerick

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## **Ordination to Diaconate**

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**St John the Baptist Church, Croagh  
Sunday, 15th September 2024  
by Most Reverend Brendan Leahy, Bishop of Limerick**

Tim Collins, Limerick

**Cathedral of St Patrick and St Colman, Newry  
Sunday, 11th May 2025  
by His Grace Most Reverend Eamon Martin, Archbishop of Armagh and  
Apostolic Administrator of Dromore**

Anthony Moffett, Dromore

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## **Admission to Candidacy for Ordination as Deacon and Priest**

---

**St Mary's Oratory, St Patrick's College, Maynooth  
Thursday, 5<sup>th</sup> December 2024  
by Most Reverend Paul Dempsey, Auxiliary Bishop of Dublin**

Barnabas Tumwekwase, Raphoe

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## **Ministry of Lector (Reader)**

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**St Mary's Oratory, St Patrick's College, Maynooth  
Thursday, 6<sup>th</sup> February 2025  
by Most Reverend Niall Coll, Bishop of Ossory**

Mark Caffrey, Meath  
Ciarán Carragher, Armagh  
Damien Kirkpatrick, Down and Connor  
William O'Shea, Cloyne  
Patrick Ibu Oshie, Ogoja  
Israel Etebe Osikang, Ogoja

---

# Ministry of Acolyte

---

**St Mary's Oratory, St Patrick's College, Maynooth**  
**Thursday, 24<sup>th</sup> October 2024**  
**by Most Reverend Donal Roche, Auxiliary Bishop of Dublin**

Tiernan Burke, Cloyne

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## Matricula

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*Nomina eorum qui in anno academico MMXXIV– MMXXV diebus infradictis  
in album academicum Seminarii sunt relati ad ordinem classium digesta.*

**In Schola Theologiae Prima, die 23 Septembris 2024**

CABAN, Matej, Košice  
FIEHN, Patrick, Dublin  
TUMWEKWASE, Barnabas, Raphoe  
NESRSTA František, Olomouc

**In Schola Philosophiae et Artium Prima, die 23 Septembris 2024**

CORRIGAN, Ciarán, Down and Connor  
GARTLAND, Oran, Derry  
KELLY, Joseph, Raphoe  
LUK, Sherman, Waterford and Lismore  
MADIGAN, Eoin, Ossory  
NESTOR, Mark, Killaloe  
O'DONNELL, Eoin, Raphoe  
O'MAHONY, Owen, Waterford and Lismore  
QUIGLEY, Gareth, Down and Connor  
TAMBURRINO, Nicola, Meath  
TUOHY, Brian, Killaloe

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# Diocesan Seminarians 2024-2025

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The following is the list of seminarians who attended St Patrick's National Seminary during the last academic year.

## **Achonry**

Oshie, Patrick Ibu.....II Stage of Configuration – Theology  
Osikang, Israel Etebe.....II Stage of Configuration – Theology

## **Armagh**

Carragher, Ciarán.....II Stage of Configuration – Theology

## **Clogher**

Sherry, Stephen.....IV Stage of Configuration – Theology

## **Cloyne**

Burke, Tiernan .....IV Stage of Configuration – Theology  
O'Shea, William..... I Stage of Configuration – Theology

## **Cork and Ross**

McNamara, Alan .....II Stage of Discipleship – Philosophy

## **Derry**

Morrison, Alexander .....II Stage of Discipleship – Philosophy  
Gartland, Oran .....I Stage of Discipleship – Philosophy

## **Down and Connor**

Kirkpatrick, Damien.....I Stage of Configuration – Theology  
Corrigan, Ciarán .....I Stage of Discipleship – Philosophy  
Quigley, Gareth .....I Stage of Discipleship - Philosophy

## **Dromore**

McParland, Philip .....II Stage of Discipleship – Philosophy

## **Dublin**

Fiehn, Patrick .....I Stage of Configuration - Theology  
McDonnell, Finn .....I Stage of Discipleship – Philosophy

## **Kerry**

O'Keeffe, Patrick.....II Stage of Discipleship – Philosophy

## **Killaloe**

Lupton, John .....I Stage of Configuration - Theology

Nestor, Mark .....I Stage of Discipleship – Philosophy  
Tuohy, Brian .....I Stage of Discipleship - Philosophy

### **Meath**

Caffrey, Mark .....II Stage of Configuration – Theology  
Smith, Martin .....II Stage of Discipleship – Philosophy  
Tamburrino, Nicola .....I Stage of Discipleship - Philosophy

### **Ossory**

Madigan, Eoin .....I Stage of Discipleship – Philosophy

### **Raphoe**

Tumwekwase, Barnabas.....I Stage of Configuration –  
Philosophy  
Coyle, Liam.....II Stage of Discipleship –  
Philosophy  
Kelly, Joseph .....I Stage of Discipleship – Philosophy  
Eoin O’Donnell .....I Stage of Discipleship - Philosophy

### **Tuam**

Siemionkowski, Wiktor .....II Stage of Discipleship – Philosophy

### **Waterford and Lismore**

Luk, Sherman ..... I Stage of Discipleship –  
Philosophy  
O’Mahony, Owen .....I Stage of Discipleship - Philosophy

## **INTERNATIONAL DIOCESES**

### **Olomouc, Czech Republic**

Nesrsta, František .....I Stage of Configuration – Theology  
(Erasmus+)

### **Košice, Slovakia**

Caban, Matej.....I Stage of Configuration – Theology  
(Erasmus+)

### **Prague, Czech Republic**

Matys, Antonín .....II Stage of Configuration – Theology  
(Erasmus+)

### **Ostrava-Opava, Czech Republic**

Kohut, Filip .....II Stage of Configuration – Theology  
(Erasmus+)

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# Maynooth College Choirs

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*Director of Sacred Music:* John O’Keeffe, PhD, HDE, LTCL, H. Dip. Theol, K.S.G.

## **College Choirs**

The *Seminary Choir* assists at college liturgies on Sundays and feast days. In addition to contemporary vernacular liturgical music, its repertoire includes plainchant and native Irish religious music and polyphony from both eastern and western Christian traditions. The choir has a membership of around sixteen clerical students, and practices twice weekly.

*Schola Gregoriana Maynooth* is an all-female chant group whose members are drawn from a specialist module in chant performance offered jointly by St Patrick’s College and Maynooth University. The group regularly represents the college and country at international chant festivals and its CD recording, *Saints and Scholars*, features music from the feasts of St John the Baptist and St Patrick.

The *College Chapel Choir* is a mixed choir of students, staff and alumni who share a particular interest and expertise in liturgical music. It assists at the liturgies of the Easter Triduum, the Pontifical Graduations and other formal ceremonies, and presents concerts of sacred music to mark major College events.

## **Music at Maynooth College**

Music was established on a formal basis in the college with the appointment of the first *Professor of Church Chant and Organ* in 1888, in the person of the German scholar-priest, Heinrich Beyerung of the diocese of Paderborn. Fr Beyerung was a prominent Cecelian – a movement that aimed to restore Gregorian Chant following its neglect in the 19<sup>th</sup> Century. He was also an internationally regarded scholar who established in Maynooth a rich tradition of plainchant and polyphony, some key elements of which continue to be woven into the seminary’s annual liturgical cycle. Beyerung’s influence was a formidable one, not only in the College, but also in the general musical life of the country. He established the seminary choir to very exacting standards of performance, and equipped the College Library with the most scholarly music editions of the day. In addition, he wrote voluminously on all the musico-philosophic subjects of the time.

The maintenance and development of a rich tradition of liturgical music is accorded great importance in Maynooth. *Feasts and Seasons*, a series of collections containing appropriate vernacular music for the liturgical year, and available in book and CD, is widely used throughout the country by parish congregations and choirs. Both volumes represent a sampling of new liturgical material continually being developed in the National Seminary to sustain and enrich liturgical worship in an Irish context. All seminarians are involved to a significant degree in preparation, practice and reflection on music in the liturgy. The input given to the whole seminary community is outlined on the pages which follow.

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# Music in Liturgy

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*Director of Sacred Music:* John O’Keeffe, PhD, HDE, LTCL

Seminary Community

24 hours

This course initiates the students into an appreciation of the richness of musical expression of the Church’s rites, principally the Eucharist and Liturgy of the Hours. This is done through the various sung texts associated with the roles of presider, assembly, choir, cantor, etc. It does so in the context of the graduated unfolding of the college year and provides a necessary weekly forum for preparation and reflection on music in the liturgy. The rites themselves, the range of presiders and the liturgy group structure ensures a rich and varied liturgical experience in the course of a year.

Throughout the course their principal role as participating members of the assembly and its importance to the community is emphasised. As the year progresses and they grow in confidence, and as the community need arises, students will be trained to make more specific contributions as choir-members, cantors, psalmists or instrumentalists.

## **Music in the Eucharist:**

### *Ordinary*

- Mass settings in English
  - Bodley
  - O’Carroll
  - ‘Lourdes’
  - Feeley
  - Lawton
  - McCann
  - Sexton
  - O’Keeffe
  - McMillan
  - Roman Missal (sung dialogues)
  - Apostles’ Creed
- Mass settings in Irish – text and music
  - Excerpts from Ó Riada, McDonagh, Ahern, Ó Canainn
  - *An Ghlóir* and *Ár nAthair*
- Mass settings in Latin
  - Excerpts from Gregorian Mass XVIII, VIII, XIII
  - Credo III
  - Credo ‘San Domenico’
  - Jubilee Mass

*Proper*

- Psalms, antiphons, hymns and other sung texts associated with specific celebrations are introduced and rehearsed
- Scriptural and liturgical significance of the various texts are highlighted and contextualised
- Students are prepared here for full musical participation in the seasons of:
  - Advent
  - Lent
  - Holy Week
  - Easter

**Music in the Liturgy of the Hours:**

- Students are introduced to the various sung elements of the Liturgy of the Hours
- The connection between liturgical purpose and musical expression of individual elements is explained:
  - Introduction
  - Hymn
  - Psalm
  - Antiphon
  - Responsory
  - Canticle
- The night prayer anthems to Our Lady are all encountered in the course of the college year:
  - Salve Regina
  - Alma Redemptoris
  - Ave Regina
  - Regina Caeli
- As the year progresses, students will participate more fully in this important aspect of Christian liturgy, taking up roles as cantors for Sunday or feast-day offices.

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# General Regulations for the Entrance of Seminarians

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Each applicant is required to present the following to the Rector of the Seminary:

- Completed Application Form (available from the Rector's Office)
- A Letter of Nomination from his Bishop
- A Certificate of Baptism
- A Certificate of Confirmation
- A character reference from his Parish Priest
- Two character and general assessment reports - one academic and the other from his most recent employer.
- Propaedeutic Seminary Report (where applicable)

## Academic Requirements:

- Where applicable, an applicant must ensure that his final examination results are sent by the Principal of his school to the Rector of Saint Patrick's National Seminary, Maynooth by the end of the second semester of the academic year *before* the date of entry.
- All candidates for Maynooth University Courses must fulfil the registration and matriculation requirements of Maynooth University.
- Applicants for the First Year University Class should have applied for university entry through the Central Applications Office. All applicants must be eighteen years of age at the point of entry.
- Applicants for the Diploma and Higher Diploma in Philosophy and Arts require a pass-grade (A-D) in five subjects in the Leaving certificate or its equivalent, of which three qualify as academic subjects in the MU syllabus.
- Seminarians who do not have Leaving Certificate Latin, or its equivalent, must take a two-year Latin course before they proceed to the study of Theology.

All applicants for admission to Saint Patrick's College, Maynooth as seminarians are required to comply with the regulations set out in the *National Admissions Policy*, copies of which may be had upon request to the Diocesan Vocations Director.



Further information is available from:  
The Rector's Office, St Patrick's National Seminary,  
Maynooth, Co. Kildare W23 TW77 [seminary@spcm.ie](mailto:seminary@spcm.ie)  
[www.sppu.ie/seminary](http://www.sppu.ie/seminary)  
+353 1 708 3727

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# Seminary Formation Programme

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St Patrick's  
**National  
Seminary**  
Maynooth

## ***Precari et Pascere (To Pray and to Shepherd)***



“The coat of arms of the Holy Father Leo XIV  
On the left field of the coat of arms of the Holy Father Leo XIV, the blue background recalls the heights of the heavens and is characterized by its Marian significance, a classic symbol referring to the Blessed Virgin Mary, the lily or fleur-de-lis (*flos florum*). In the other field, white in colour, there is the emblem of the Augustinian Order, a flaming heart pieced by an arrow. This image symbolically represents the words of Saint Augustine in the book of Confessions:  
“*Sagittaveras tu cor meum charitate tua*” (“You have wounded my heart with your love”). It is an element that has always been present in the emblem of the Augustinians from the sixteenth century

onwards, albeit with several variations, such as the presence of the book symbolizing the Word of God capable of transforming the heart of every man, as it was for Augustine. The book also recalls the enlightened works that the Doctor of Grace gave to the Church and humanity. White (in an ivory shade in the papal coat of arms) is a recurrent colour in other coats of arms of religious orders and can be read as a symbol of holiness and purity.

The motto, “*In Illo uno unum*” (“In the one Christ we are one”), recalls the words of Saint Augustine in a sermon, the *Exposition on Psalm 128*, explaining that “in the one Christ we are one”, “one in the One Christ”.

During his first *Regina Coeli* address on Good Shepherd Sunday (11th May 2025), Pope Leo said that “*in the Gospel, Jesus says that he knows his sheep and that they listen to his voice and follow him (cf. Jn 10:27). Indeed, as Pope Saint Gregory the Great teaches, people “respond to the love of those who love them” (Homily 14:3-6).*

Today brothers and sisters, I therefore have the joy of praying with you and all the People of God for vocations, especially those to the priesthood and consecrated life. The Church has such a great need for them! It is important that young men and women on their vocational journey find acceptance, listening and encouragement in their communities, and that they can look up to credible models of generous dedication to God and to their brothers and sisters.

Let us take up the invitation that Pope Francis left us in his [Message for today](#): the invitation to welcome and accompany young people. And let us ask our heavenly Father to assist us in living in service to one another, each according to his or her state of life, shepherds after his own heart (cf. Jer 3:15) capable of helping one another to walk in love and truth. And to young people, I say: “Do not be afraid! Accept the invitation of the Church and of Christ the Lord!”

May the Virgin Mary, whose entire life was a response to the Lord’s call, always accompany us in following Jesus.”

### *The Programme for Priestly Formation in St Patrick’s National Seminary*

The Formation Programme is based on the recently-published (2023) *National Ratio – The Directory for Priestly Formation in Irish Seminaries (DPFIS)*. There are four dynamically interrelated areas of initial formation which are essential to the task of acquiring an integrated, healthy and solid priestly identity. In the *Ratio Fundamentalis Institutionis Sacerdotalis – The Gift of the Priestly Vocation (RFIS)* we see that in continuity with the Apostolic Exhortation *Pastores Dabo Vobis (PDV)*, there are four dimensions that interact simultaneously in the *iter* of formation and in the life of ordained ministers: the human dimension, which represents the “necessary and dynamic foundation” of all priestly life; the spiritual dimension, which helps to shape the quality of priestly ministry; the intellectual dimension, which provides the rational tools needed in order to understand the values that belong to being a pastor, to make them incarnate in daily life, and to transmit the content of the faith appropriately; the pastoral dimension, which makes possible a responsible and fruitful ecclesial service.<sup>1</sup> These, then, are the four main dimensions in the formation programme for Seminarians in Maynooth:

- Human Formation
- Spiritual Formation
- Intellectual Formation
- Pastoral Formation

The four dimensions comprise the content of the four major stages of initial formation: the Propaedeutic Stage (a preparatory year); the Stage of Discipleship (normally correlates with studies in Philosophy); the Configuration Stage (normally correlates with studies in Theology) and the Vocational Synthesis Stage (the final year of initial formation which correlates with ordination to the Diaconate).<sup>2</sup>

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<sup>1</sup> Cf. *PDV* 43-59; *AAS* 84 (1992) 731-762; *RFIS* 89.

<sup>2</sup> Cf. *RFIS* 57-79.

## I. Human Formation Programme

*The human formation of the priest shows its special importance when related to the receivers of the mission: in order that his ministry may be humanly as credible and acceptable as possible, it is important that the priest should mould his human personality in such a way that it becomes a bridge and not an obstacle for others in their meeting with Jesus Christ.... [St John Paul II, Pastores Dabo Vobis. On the Formation of Priests #43]*

*Priestly Formation is not simply about proposing an ideal image of priestly ministry for a seminarian to appropriate. The vocational journey can be seen as the unfolding of a better understanding by the seminarian of the tension that exists within him between the person he is and the person he wishes to become. In PDV there is a fundamental insistence on human formation as the basis of all priestly formation. Priests are to be mature men. [...] Moreover, 'the candidate himself is a necessary and irreplaceable agent in his own formation: all formation, priestly formation included, is ultimately a self-formation.'*<sup>3</sup>

Human formation, being the foundation of all priestly formation, promotes the integral growth of the person and allows the integration of all its dimensions.<sup>4</sup> Therefore, the human formation programme is an essential constituent of the overall formation programme and is closely inter linked with spiritual, intellectual and pastoral formation. Its overall aim is to enable the Seminarian to grow in inner freedom, so that he is more able to give himself to the love and service of God and his people.

The programme strives to cultivate human qualities that enable the Seminarian to be a bridge and not an obstacle for others in their meeting with Jesus Christ. In practice this means fostering development in a number of areas, including the following:

- self-identity: self-understanding, self-acceptance and a healthy self-esteem make for greater generosity in love and service of others.
- the capacity to relate in a mature and warm way.
- integration of one's emotional needs and desires.
- mature attitudes to one's sexuality and a willingness to embrace a healthy celibate lifestyle.
- the capacity to take initiatives and assume leadership roles in a confident and assured way, avoiding rigidity of attitudes.
- the capacity for self-transcendence and renunciation and the ability to embrace the sacrifices and self-denial that a life of service entails.

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<sup>3</sup> DFPIS 239.

<sup>4</sup> Cf. PDV 43; RFIS 94.

## **Elements of the Human Formation Programme:**

- The human formation programme assumes "the absolute primacy of grace in vocation" [PDV #34,36].
- The programme endeavours to take account of the particular life experience of each Seminarian so as to serve his best interest and enable him to build upon his strengths while acknowledging his weaknesses.
- Personal responsibility for growth to Christian maturity is the bedrock of the programme, requiring the Seminarian to be an active agent in his own formation. Encouragement and challenge are offered through the community life he lives and through his frequent interactions with his Spiritual Director, with his Coordinator of Human Formation and with his Coordinator of Pastoral Formation. Regular meetings between the Seminarian and his Director of Formation provide an opportunity for periodic evaluation of a Seminarian's formation journey while in seminary.
- In order to address with greater objectivity his own strengths and weaknesses, each Seminarian is encouraged to meet with the Vocational Growth Counsellor, a part-time position in the College. Many Seminararians take vocational growth counselling of their own choice, while some may be encouraged to do so by those involved in other areas of their formation. In all cases, these meetings require the consent of the Seminarian and are treated confidentially. Vocational Growth Counselling offers the Seminarian a unique opportunity to ensure that he is humanly well prepared for the work to which he is called.
- Psychological assessments can make a positive contribution to a Seminarian's growth in his formation journey, especially when development appears to be at a standstill. Many Seminararians profit from availing of this type of assessment as it can help locate emotional blockages and indicate ways forward. Psychological assessments are intended as a help to the Seminarian and an opportunity for growth. The National Admissions Policy, approved by the Irish Bishops Conference requires a psychological assessment of those who apply for entry into the seminary. In all cases the psychological assessment takes its place alongside the assessments of other people concerned with the formation of the Seminarian or prospective Seminarian.
- As holistic development is emotional, spiritual, intellectual, physical and aesthetic, the Seminarian is encouraged to participate in the various facets of life on campus - debating, music, student literary productions, film and theatre, conferences and lectures, sporting and leisure facilities, societies, etc.

## II. Spiritual Formation Programme

*Spiritual formation.....should be conducted in such a way that the students may learn to live in intimate and unceasing union with God the Father through his Son Jesus Christ in the Holy Spirit. Those who are to take on the likeness of Christ the priest by sacred ordination should form the habit of drawing close to him as friends in every detail of their lives. [Vatican Council II, *Optatam Totius*. On the Training of Priests #8]*

*Spiritual formation in the Seminary sets the foundation for a lifelong commitment to priestly ministry and is 'directed at nourishing and sustaining communion with God and with our brothers and sisters, in the friendship of Jesus the Good Shepherd and with an attitude of docility to the Holy Spirit.'<sup>5</sup> This intimate relationship forms the heart of the seminarian in that generous and sacrificial love that marks the beginning of pastoral charity.<sup>6</sup>*

The journey into God, of which seminary formation is a stage, has its beginnings in baptism, is life-long, under the influence of the Holy Spirit. Therefore, the spiritual formation programme aims to enable the Seminarian to take on the likeness of Christ the Good Shepherd. It is to be seen as a stage in a journey which has its beginning in Baptism, is life-long and under the influence of the Holy Spirit. Indeed, it is "the work of the Holy Spirit and engages a person in his totality. It introduces him to a deep communion with Jesus Christ, the Good Shepherd, and leads to the total submission of one's life to the Spirit, in a filial attitude towards the Father and a trustful attachment to the Church. Spiritual formation has its roots in the experience of the Cross, which in deep communion leads to the totality of the Paschal Mystery."<sup>7</sup> The goal of spiritual formation, then, is to establish attitudes, habits and practices in the spiritual life that will continue after ordination.

Spiritual formation encourages a Seminarian to develop a way of Christian living that involves interior discipline and self-sacrifice. This leaves him free and willing to undertake obedience, celibacy and simplicity of lifestyle, understanding their value and importance in the life of the priest.

"The spiritual life is, indeed, an interior life, a life of intimacy with God, a life of prayer and contemplation. But this very meeting with God, and with his fatherly love for everyone, brings us face to face with the need to meet our neighbour, to give ourselves to others....following the example which Jesus has proposed to everyone as

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<sup>5</sup> *RFIS* 101.

<sup>6</sup> *DPFIS* 256; cf. *RFIS* 101.

<sup>7</sup> Synod of Bishops, VIII Ordinary General Assembly, *Instrumentum Laboris - The Formation of Priests in the Circumstances of the Present Day*, 30; cf. *PDV* 45

a programme of life when he washed the feet of the apostles : 'I have given you an example, that you should also do as I have done to you". [PDV #49]

### **Elements of the Spiritual Formation Programme:**

During his time in the seminary the spiritual formation of the Seminarian is helped and supported in various ways. The daily timetable is structured to give special emphasis to community prayer. The Liturgy of the Hours is celebrated communally morning and evening (and at the end of the day for Seminarians in the Stage of Discipleship) in St Mary's Oratory. The Eucharist, 'the essential moment of the day' [PDV#48], is celebrated daily in St Mary's Oratory, which is the Seminary Chapel. St Joseph's Oratory, the St John Paul II Prayer Room and the College Chapel also provide the quiet space the Seminarian is encouraged to seek each day for personal prayer. Each morning there is a period of meditation followed by Morning Prayer. Seminarians are encouraged to avail regularly of the Sacrament of Reconciliation. Outside Confessors visit the Seminary once a month. The monthly Examination of Conscience given by the Spiritual Director during the year help to deepen a Seminarian's understanding and appreciation of the Sacrament.

To facilitate his own spiritual growth, each Seminarian is required to meet regularly on an individual basis with his Spiritual Director. Spiritual direction is a key element in the Seminarian's spiritual formation at every stage, and the special task of the Spiritual Director is the formation of the Seminarian in prayer. Prayer and spiritual direction allow the Seminarian to connect and bring together the different strands of life - human, intellectual, pastoral and spiritual, and relate them to his own personal journey to God. Through it he is helped and encouraged to recognise and articulate for himself how the Spirit of God continues to challenge him in his daily life. This enables him to discern his way forward and draw close to Christ in order to put on his likeness, always keeping in mind the leadership role of the diocesan priest in the Christian community. In his mission the priest 'continues Christ's work as Teacher, Priest and Shepherd'.....and 'his ministry .....is to make Christ's body, the Church, grow into the people of God....'. [Rite of Ordination of Priests].

Through talks, conferences, group meetings and courses conducted over the year by resident Spiritual Directors, members of staff and visiting lecturers, the Seminarian's knowledge of the spiritual life is enriched and deepened. A Seminarian's studies, particularly in such areas as Sacred Scripture, Liturgy and the Theology of spirituality, also help in nurturing his spiritual life.

Retreats and Days of Recollection, in-house and at selected retreat centres, spread over the seminary year, allow the Seminarian more prolonged periods of prayer and reflection. In his first and second Theology years a Seminarian is introduced to the directed retreat. Three three-day retreats and four days of recollection spread over the seminary year create the space and the silence, which are necessary for prayer, reflection and growth in the spiritual life. The retreats take place at the beginning of

the seminary year in September, after the Christmas holidays and over the last days of Holy Week. The four days of recollection are at the beginning of November, the first Sunday of Advent, the beginning of Lent and coming up to the end-of-year examinations.

Through his active participation in the liturgy over the seasons of the Church's year, and through a comprehensive course in Liturgy and Sacramental Theology, a Seminarian deepens his awareness of 'the Paschal Mystery of Jesus Christ who died and rose again and is present and active in the Church's sacraments' [PDV #48]. In this way he is helped to prepare for the role of the priest in the liturgical assembly.

Admission to Candidacy for Ordination as Deacon and Priest and the Ministries of Reader and of Acolyte make significant stages in a Seminarian's time in the seminary. Admission to Candidacy for Ordination as Deacon and Priest takes place at the end of the Stage of Discipleship and is both a public declaration of a Seminarian's intention to give himself for the service of Christ and of his Church and the Church's call to him to prepare himself for this ministry. The Ministry of Reader (normally conferred first year of the Stage of Configuration) appoints him to read the Word of God in the liturgical assembly. The Ministry of Acolyte (normally conferred during the second year of the Stage of Configuration) calls him to a special service of the altar and of the Lord's Body and Blood. This personal response to the call to service culminates in his ordination to the Diaconate (which usually takes place after the Vocational Synthesis Stage in the diocese in which he will serve) and in his Ordination to the priesthood (which also normally takes place in the diocese in which he will serve).

### **III. Intellectual Formation Programme**

*The commitment to study, which takes up no small part of the time of those preparing for priesthood, is not in fact an external and secondary dimension of their human, Christian, spiritual and vocational growth. In reality, through study, especially the study of Theology, the future priest assents to the word of God, grows in his spiritual life and prepares himself to fulfil his pastoral ministry. [PDV#51]*

*Candidates for the Priesthood must prepare themselves with diligent attention, by deepening their knowledge of the philosophical and theological sciences, with a good introduction to canon law, humanities and history. This preparation seeks to give a reason for hope (cf. 1 Pet 3:15), to allow Divine Revelation to become known and to bring all peoples to the obedience of faith (cf. Rom 16:26).<sup>8</sup>*

The purpose of the intellectual formation in the seminary is to enable the Seminarian to acquire, along with a general culture which is relevant to present-day needs, an

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<sup>8</sup> *DPFIS* 291; cf. *RFIS* 116.

extensive and solid learning in the sacred sciences such as can give a firm foundation to their faith, can enable it to mature and can equip them to proclaim it effectively to the modern world.<sup>9</sup> Intellectual formation is aimed at achieving a solid competence in Philosophy and Theology, along with a more general educational preparation, enough to allow the Seminarian to proclaim the Gospel message to the people of our own day in a way that is credible and can be understood. It seeks to enable him to enter into fruitful dialogue with the contemporary world and to uphold the truth of the faith by the light of reason, thereby revealing its beauty.<sup>10</sup>

Therefore, Intellectual formation is an important area in the preparation of the Seminarian as a minister of the Gospel. He must grow in his knowledge and understanding of the faith that he professes and is to proclaim. But if he is to prepare himself as an effective preacher of this faith, he must also develop his knowledge and understanding both of the human person to whom the Gospel is addressed and of the world or the culture in which it is to be preached and lived. Hence the importance of the academic studies that contribute to the Seminarian's intellectual formation.

### **Philosophy**

Philosophy is studied during the earlier part of initial formation and is usually accompanied by the study of some arts or science subjects. Philosophy leads the Seminarian to an understanding of the human person and the significance of human life, of the place of the person in relation to reality, and of the fate of the person. It nurtures an appreciation of human thought through the ages and in different cultural contexts. In its own right, it is an autonomous and ancient discipline, but it also has an important relationship with Theology, which in various ways depends on it and shares many questions with it. The proper intellectual formation of the Seminarian and the study of Theology require a knowledge of Philosophy, and this is best pursued before he takes up his Theology course.

The subjects in arts and science taken by the Seminarian alongside his Philosophy studies contribute in their different ways to the broadening of the mind, the deepening of cultural appreciation, and the sharpening of intellectual interest. These qualities in the longer-term help to equip the future priest for his ministry, and more immediately, prepare him for the broad range of studies that he will encounter in his Theology course.

Seminarians entering first year have two options:

- Seminarians who matriculate may do a three-year degree course in the *National University of Ireland, Maynooth (MU)* in either Arts, Philosophy, Celtic Studies or Science. In either course, a wide range of subjects is

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<sup>9</sup> Cf. *OT* 13, 17; *GS* 62; *DPFIS* 290.

<sup>10</sup> *RFIS* 116.

available from which to choose. Seminarians are required to study Philosophy as a subject to degree level. Aspirants for the priesthood who are precluded by their studies (e.g., Science, Celtic Studies) are required to take the One Year Diploma in Philosophy after their degree.

- Seminarians who have not matriculated but have reached a pass grade (A - D) in at least five subjects in the Leaving Certificate or its equivalent, of which three qualify as academic subjects in the *NUI* matriculation syllabus, are required to do a two-year diploma course in Philosophy and Arts. Seminarians who complete the course successfully receive a diploma, and those who reach a higher standard may be recommended for a degree course (BD) in Theology.

## **Theology**

Faith seeks understanding, and this understanding is the task and the goal of Theology. Hence, to be able "to account for the hope that is in you" (1Pet 3:15), each Seminarian is required to take a four-year course of studies in Theology. The study of Theology helps the Seminarian to develop his knowledge of all that pertains to the Gospel, to penetrate more deeply into its meaning, and so to grow in his love for God, for the Church, and for all those redeemed by Jesus Christ. It encourages him as a believer to ask questions about his own faith in order to reach a more profound understanding of the faith itself. In this way faith and mature reflection are intimately connected in his theological study.

In addition, as one preparing to be a Minister of the Word, the Seminarian needs an ever-deeper knowledge of the presence of God in our world. He will need to serve with the assurance of faith a society that is at times marked by religious indifference and by fresh problems and questions brought up by scientific and technological discussions. Through the study of Theology, the Seminarian will be enabled to proclaim the Gospel of Christ and to make it credible to the legitimate demands of human reason and of changing culture.

## **Proclamation of the word of God**

As the proclamation of the word of God is a central part of a priest's ministry, each Seminarian is offered a comprehensive programme of speech training and homiletics throughout his time in seminary. In the earlier part of his course the emphasis is on public speaking. This is a two-year programme directed by a trained speech tutor. During his first two years in seminary each Seminarian is assigned to a small group which meets each week with the tutor, and he is given practical experience at developing his communication skills in a supportive, yet challenging environment.

In his Theology years the emphasis shifts more specifically to the proclamation of the word of God. While the training is nourished and informed by the content of theological studies, the approach is again practical. It includes preparing and delivering homilies, allowing for regular appraisal and evaluation of one's style of

delivery, content, etc. The programme helps the Seminarian to develop the skills and all the professional competence necessary to preach the word of God. This programme forms part of the course which is entitled *Preaching and Presiding* and which is directed by the Faculty of Theology.

#### IV. Pastoral Formation Programme

*The whole formation imparted to candidates for the priesthood aims at preparing them to enter into communion with the charity of Christ the Good Shepherd. Hence, their formation in its different aspects must have a fundamentally pastoral character. [PDV #57]*

*The call to exercise leadership in service of the People of God 'requires a formation that makes future priests experts in the art of pastoral discernment, that is to say, able to listen deeply to real situations and capable of good judgement in making choices and decisions. To make pastoral discernment effective, formation in the evangelical style of listening must take central place. [...] He who sets himself to listen to God and to his brothers and sisters knows that it is the Spirit who guides the Church towards the fullness of truth (cf. Jn 16:13). He also knows that, in keeping with the mystery of the Incarnation, this fullness of truth sprouts gradually in the real life of a human being and in the signs of history.'*<sup>11</sup>

The whole programme of formation for the priesthood aims at preparing Seminarists to enter into communion with the charity of Christ, the Good Shepherd. Since the seminary is intended to prepare Seminarists to be shepherds in the image of Christ, priestly formation must be permeated by the same spirit. "Pastoral Theology is not just an art. Nor is it a set of exhortations, experiences and methods. It is theological in its own right because it receives from the faith the principles and criteria for the pastoral action of the Church in history."<sup>12</sup> In other words, pastoral formation must be rooted in Pastoral Theology. This pastoral spirit which permeates pastoral formation will enable Seminarists to demonstrate that same compassion, generosity, love for all, especially for the poor, and zeal for the Kingdom that characterised the public ministry of the Son of God. This can be summed up as pastoral charity.<sup>13</sup>

Naturally, however, a formation of a specifically pastoral character must be provided.<sup>14</sup> It should be such as to help the Seminarian to acquire the inner freedom to live the

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<sup>11</sup> *DPFIS* 304; cf. *RFIS* 120.

<sup>12</sup> *PDV* 57.

<sup>13</sup> *RFIS* 119.

<sup>14</sup> *Ibid.* Cf. *PDV* 58: "The seminary which educates must seek really and truly to initiate the candidate into the sensitivity of being a shepherd, in the conscious and mature assumption of his responsibilities, in the interior habit of evaluating problems

apostolate as service, able to see the work of God in the hearts and lives of the people. Seen in this way, when he is an ordained minister, pastoral activity will take on the form of an ongoing school of evangelisation. In this time, the Seminarian will begin to see himself as a group leader and to be present as a man of communion. He will do so by listening and careful discernment of situations, as well as cooperating with others and encouraging their ‘ministeriality.’ In a particular way, Seminarians must be duly prepared to work together with permanent deacons and with the world of the laity, appreciating their particular contribution. It is also necessary for candidates for the ministerial priesthood to receive a suitable formation on the evangelical nature of consecrated life in its varied expressions, on the charism that is proper to it and on its canonical aspects, the better to ensure fruitful collaboration.<sup>15</sup>

Since the pastoral formation programme aims to prepare Seminarians for pastoral ministry, throughout his time in the seminary the Seminarian will be an active participant in a co-ordinated pastoral programme that provides practical experience, reflection and participative learning.

### **Elements of the Pastoral Formation Programme:**

A series of pastoral placements introduce the Seminarian to diverse and increasingly demanding pastoral situations. This is preceded by appropriate preparation and supported throughout by regular supervision. The development of each one's skills is enhanced through participation in group-work, making possible mature theological reflection on his experience. The ultimate aim of the programme is the fostering of the gifts necessary for a ministry of service.

*The seminary which educates must seek really and truly to initiate the candidate into the sensitivity of being a shepherd, in the conscious and mature assumption of his responsibilities, in the interior habit of evaluating problems and establishing priorities and looking for solutions on the basis of honest motivations of faith and according to the theological demands inherent in pastoral work. [PDV #58]*

The structure of the pastoral programme is cumulative, both in terms of the degree of difficulty of the placement and the depth of subsequent analysis of the pastoral experience itself. The Seminarian is offered a gradual introduction (Module 1), culminating in a full year of pastoral experience and learning (Module 4). The programme aims to be existential, integrating, proportionate and supported.

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and establishing priorities and looking for solutions on the basis of honest motivations of faith and according to the theological demands inherent in pastoral work.” Cf. also, C.I.C., can. 258.

<sup>15</sup> *RFIS* 119.

Placements and the reflection on pastoral experience occur between October and Easter each year. Prior preparation takes place as required by the nature of the placement. Placements are supported by the help of a contact person *in situ*. Analysis and reflection occur in a group format with peers, facilitated by a trained member of the *Irish Association of Pastoral Formation*. This format aims at enabling each participant to reflect constructively on his field placement, to recognise and affirm his unique gifts and to identify and articulate areas of personal and professional growth. It also encourages a Seminarian to integrate his theological education with his pastoral practice and to become aware of the ways in which his ministry affects others.

The pastoral programme offered by the College does not confine itself to the academic year. Seminarians are encouraged to use some of their time away from the seminary, particularly during their summer holiday, to broaden their pastoral experience. Placements within a Seminarian's own diocese are of particular value and recognition of this work is given in the overall assessment of the Seminarian. The particular placements are chosen through consultation between the Seminarian, his Coordinator of Pastoral Formation and a Contact Person in the diocese with the specific needs of the particular Seminarian in mind.

### **The Structure of the Pastoral Programme**

The programme throughout the College year is divided into four modules.

#### Module I

The Seminarian is gradually introduced to pastoral work through a pastoral placement, which he attends on a regular basis and in which he is supported by an on-site contact person.

#### Module II

The Seminarian attends his placement weekly and presents a *pastoral event report* to his *pastoral group meeting*: each Seminarian presents one report to the group for reflective analysis.

#### Module III

The placement visit occurs weekly and there is a weekly *pastoral reflection meeting*: on two occasions throughout the year, each Seminarian presents a verbatim to the group for theological reflection and analysis.

#### Module IV

Usually undertaken in the second year of the Stage of Configuration or the final year, the Seminarian completes a Higher Diploma in Pastoral Theology.

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# Horarium

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## Sunday

07.45	Morning Prayer followed by breakfast
09.30	Eucharist ( <i>St Mary's Oratory</i> )
21.30	Night Prayer

## Monday, Tuesday & Wednesday

07.00 – 07.35	Meditation and Morning Prayer
07.45	Eucharist
09.05	Classes commence
18.00	The Angelus (Eastertide the <i>Regina Coeli</i> )
18.01	Evening Prayer followed by a moment's silence and Rosary ( <i>Monday and Tuesday</i> ) Following Rosary, the Seminary Community will gather for its evening meal. This will conclude with Grace After Meals at 19.05
21.45	Night Prayer

## Monday

As above except for:

17.00	Spiritual Conference (Discipleship)
21.00	Exposition of the Blessed Sacrament ( <i>simple reposition after Night Prayer</i> )
21.45	Night Prayer

## Tuesday

As above except for:

17.00	Spiritual Conference (Configuration)
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## Wednesday

As above except for:

17.30	Sacred Music Practicum
18.05 – 18.30	Liturgy Group Evening Prayer
21.00	Exposition of the Blessed Sacrament ( <i>simple reposition after Night Prayer</i> )
21.45	Night Prayer

## **Thursday**

As above except for:

07.40 – 08.15

Meditation and Morning Prayer

18.10

Eucharist

19.15

Provincial Gatherings (*Night Prayer in private*)

## **Friday**

Evening Prayer and Night Prayer in private\*

**\*Except for occasions such as Retreats, Ministries, etc.**

## **Saturday**

08.30

Morning Prayer and Eucharist (*Seminarians are also free to make their own arrangements for Eucharist on Saturday*)

19.30

Evening Prayer & Adoration (*Sacrament of Reconciliation available as per schedule*)

20.45

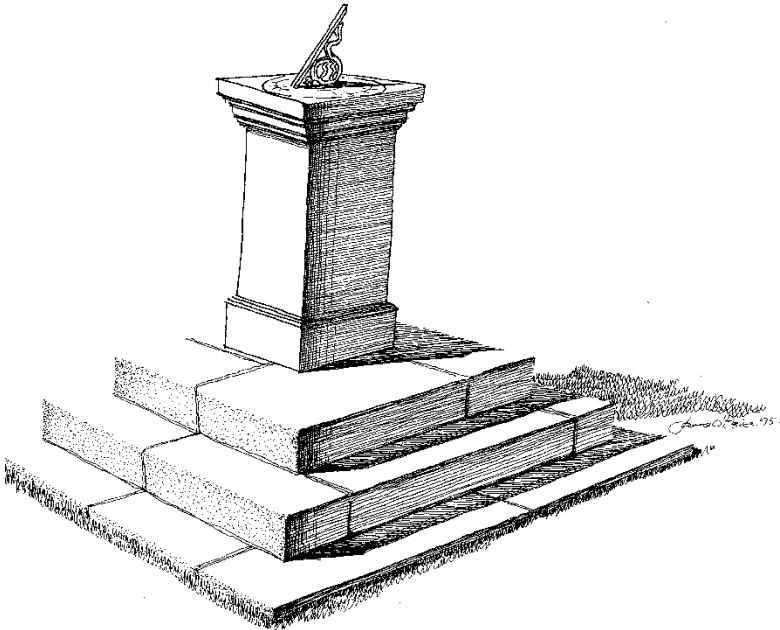
Night Prayer & Benediction

*Chapter X*

**Appointments**

**from**

**1795 to Date**



**Sundial at Stoyte House in *Saint Patrick's College, Maynooth***

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## President

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Reverend Thomas Hussey, DD, FRS.....	25 6 1795
Reverend Peter Flood, DD.....	17 1 1798
Reverend Andrew Dunne, DD.....	24 2 1803
Reverend Patrick Byrne, DD.....	27 6 1807
Reverend Patrick Everard, DD.....	29 6 1810
Most Reverend Daniel Murray, DD (Coadjutor to the Archbishop of Dublin).....	29 6 1812
Reverend Bartholomew Crotty, DD.....	13 11 1813
Reverend Michael Slattery.....	19 6 1832
Reverend Michael Montague, DD.....	25 6 1834
Reverend Laurence Renuan, DD.....	25 6 1845
Reverend Charles W Russell, DD.....	20 10 1857
Reverend William J Walsh, DD.....	22 6 1880
Reverend Robert Browne, DD.....	7 10 1885
Rt Reverend Monsignor Denis Gargan, DD.....	9 10 1894
Reverend Daniel Mannix, DD.....	13 10 1903
Rt Reverend John F Hogan, DD.....	8 10 1912
Rt Reverend Monsignor James MacCaffrey, PhD.....	8 10 1918
Rt Reverend Monsignor John D'Alton, MA, DD, DLitt.....	23 6 1936
Rt Reverend Monsignor Edward Kissane, DD, LSS, DLitt, PA.....	23 6 1942
Rt Reverend Monsignor Gerard Mitchell, DD.....	23 6 1959
Rt Reverend Monsignor Patrick Corish, MA, DD.....	23 11 1967
Rt Reverend Monsignor Jeremiah Newman, MA, DPh, LLD.....	8 10 1968
Rt Reverend Monsignor Tomás Ó Fiaich, MA, LicSchHist.....	12 6 1974
Rt Reverend Monsignor Michael Olden, BA, BD, DHistEccl.....	26 9 1977
Rt Reverend Monsignor Mícheál Ledwith, BA, LPh, DD.....	13 3 1985
Rt Reverend Monsignor Matthew O'Donnell, MA, BD, DPh.....	22 6 1994
Rt Reverend Monsignor Dermot Farrell, BSc, DD.....	9 12 1996
Rt Reverend Monsignor Hugh G Connolly, BA, DD.....	1 9 2007
Reverend Michael Mullaney, BA, BD, DCL.....	1 9 2017
Reverend Michael Shortall, MA, STD.....	1 9 2025

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## Vice-President

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Reverend Francis Power, DD.....	27 6 1795
Reverend Peter Magennis, OP, DD.....	15 10 1810
Reverend Peter Kenney, SJ.....	11 11 1812
Reverend William Fitzpatrick.....	10 11 1813
Reverend Michael Montague, DD.....	30 8 1814
Reverend Philip Dowley.....	25 6 1834
Resigned 27th June 1834	

Reverend Laurence Renehan, DD.....	27 6 1834
Reverend Robert ffrench Whitehead, DD.....	25 6 1845
Reverend Daniel M’Carthy, DD .....	24 9 1872
Reverend William J Walsh, DD.....	25 6 1878
Reverend Thomas J Carr.....	22 6 1880
Reverend Robert Browne.....	11 10 1883
Reverend Denis Gargan, DD .....	7 10 1885
Reverend Thomas O’Dea, DD .....	9 10 1894
Reverend Daniel Mannix, DD .....	23 6 1903
Reverend Michael Fogarty, DD .....	13 10 1903
Reverend Thomas P Gilmartin.....	11 10 1904
Reverend John F Hogan, DD .....	21 6 1910
Reverend Joseph MacRory, DD.....	8 10 1912
Reverend James MacCaffrey, DPh .....	12 10 1915
Reverend Michael Sheehan, DD, DPh.....	24 6 1919
Reverend Patrick Boylan, MA, DLitt .....	20 6 1922
Reverend John D’Alton, MA, DD, DLitt.....	9 10 1934
Reverend Patrick O’Neill, DD, DCL .....	13 10 1936
Reverend Edward Kissane, DD, LSS.....	14 10 1941
Reverend James Duff, MA, BLitt .....	13 10 1942
Reverend Patrick J McLaughlin, MSc, D-és-Sc .....	19 6 1951
Reverend William J Conway, DD, DCL.....	1 10 1957
Reverend Gerard Canon Mitchell, DD.....	24 6 1958
Reverend Patrick J Canon Hamell, MA, DD .....	13 10 1959
Reverend Jeremiah Newman, MA, DPh.....	23 11 1967
Reverend Kevin McNamara, DD.....	9 10 1968
Reverend Patrick J Muldoon, DD.....	9 10 1968
An tAth Tomás Ó Fiaich, MA, LicScHist.....	23 6 1970
Reverend Liam Ryan, MA, DD, LPh, PhD.....	25 9 1974
Reverend Michael Olden, BA, BD, DHistEccl.....	12 10 1976
Reverend Denis O’Callaghan, DD, DCL .....	21 11 1977
Reverend Brendan P Devlin, MA, DD.....	21 11 1977
Reverend Míceál Ledwith, BA, LPh, DD .....	22 11 1980
Reverend Matthew O’Donnell, MA, BD, DPh (Louvain) .....	22 11 1980
Reverend Thomas Clancy, BSc, BD, HDE.....	2 10 1985
Professor William J Smyth, BA, PhD.....	23 11 1986
Reverend Dermot Farrell, BSc, DD .....	13 10 1993
Reverend Francis Duhig, BA .....	11 6 1997
Reverend Hugh G Connolly, BA, DD .....	23 11 1999
Reverend Michael Mullaney, BA, BD, DCL .....	1 11 2007

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## Rector

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Reverend Tomás Surlis, BRelSc, BD, STL, STD (Greg) ..... 1 8 2018

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## Master

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W J Smyth, BA, PhD, LLD ..... 22 6 1994

The title of *Master* was discontinued on the establishment of the *National University of Ireland, Maynooth* - 16 June 1997.

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## Deputy Master

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Professor R V Comerford, MA, PhD ..... 17 11 1994

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## Dean / Director of Formation

---

Reverend Edward Ferris ..... 17 1 1798  
Reverend Thomas Coen ..... 24 2 1801  
Reverend William Fitzpatrick ..... 15 10 1810  
Reverend Andrew Hart ..... 21 10 1811  
Reverend Daniel Malone ..... 11 11 1812  
Reverend Thomas Murphy ..... 30 8 1814  
Reverend James Browne ..... 30 8 1814  
Reverend John Cantwell ..... 27 6 1816  
Reverend Philip Dowley ..... 27 6 1816  
Reverend Thomas Kelly ..... 24 6 1820  
Reverend Laurence Renehan ..... 25 9 1825  
Reverend Thomas Furlong ..... 2 7 1827  
Reverend Joseph Dixon ..... 24 6 1829  
Reverend John Derry ..... 20 6 1833  
Reverend Miles Gaffney ..... 17 9 1834  
Reverend Robert Cussen ..... 22 11 1836  
Reverend Walter Lee ..... 12 1 1837  
Reverend John Gunn ..... 7 9 1838  
Reverend James O'Kane ..... 24 6 1852  
Reverend Richard Hackett ..... 21 6 1853  
Reverend James O'Donnell ..... 24 6 1856  
Reverend Richard Quinn ..... 24 6 1856

Reverend Thomas Hammond.....	22 6 1858
Reverend James Hughes .....	22 10 1862
Reverend Daniel McCarthy, DD.....	18 8 1871
Reverend Thomas Carr .....	25 9 1872
Reverend Robert Browne.....	30 6 1875
Reverend Michael Logue, DD .....	17 10 1876
Reverend Richard Owens.....	25 6 1878
Reverend Patrick O’Leary .....	25 6 1878
Reverend James Donnelan .....	1 7 1884
Reverend Thomas Gilmartin.....	15 10 1891
Reverend Patrick Carroll (appointed for one year) .....	7 10 1885
Reverend Daniel O’Loan .....	7 9 1886
Reverend Edward Crean (appointed for one year).....	18 10 1887
Reverend Edward Crean (appointed absolutely).....	26 6 1888
Reverend Thomas Gilmartin.....	15 10 1891
Reverend James MacGinley.....	12 10 1892
Reverend Patrick Morrisroe .....	23 6 1896
Reverend Thomas O’Doherty, BA, BD .....	21 6 1910
Reverend Malachy Eaton, BD, BCL.....	20 6 1911
Reverend Daniel Mageean, BD, BA .....	21 10 1919
Reverend James Staunton, DD.....	9 10 1923
Reverend John Lane, BA, LPh.....	16 10 1928
Reverend Michael Fallon, BA, DCL.....	8 10 1929
Reverend Edward Long, BA, DCL .....	14 10 1930
Reverend James Watters, BA, DD.....	10 10 1933
Reverend John McCarthy, BA, DD .....	9 10 1934
Reverend Gerard Montague, BA, DD.....	11 10 1938
Reverend James Cosgrove, BA, BD .....	21 1 1947
Reverend Michael Harty, BA, BD, LCL.....	11 10 1949
Reverend Patrick Muldoon, BA, DD .....	1 10 1957
Reverend Thomas Finnegan, BA, DCL .....	11 10 1960
Reverend Michael Olden, BA, BD, DHistEcc.....	4 10 1966
Reverend William Cosgrove, BA, DD.....	18 6 1968
Reverend Joseph Delaney, STL .....	7 10 1969
Reverend Gerard McGinnity, BA, BD .....	9 10 1973
Reverend Cathal Ó Fearraí, BA, HDE, DASE.....	14 6 1977
Reverend Niall Ahern, BA, BD, FLCM .....	1 9 1978
Reverend Noel O’Sullivan, BA, BD, HDE.....	12 11 1980
Reverend Francis Duhig, BA .....	1 10 1984
Reverend Thomas Clancy, BSc, BD, HDE.....	12 6 1985
Reverend Stephen Farragher, BA, BD.....	1 10 1994
Reverend Dermot Meehan, BA, BD .....	11 10 1995
Reverend Desmond Hillery, BA, STL, HDE, IRF.....	12 6 1996
Reverend Enda Cunningham, BA, STD .....	1 9 2001

Reverend Donal O’Neill, BSc, STL, MEd .....	1 9 2005
Reverend Paul Prior, BD, MTh HDip (Psych Counselling).....	1 8 2007
Reverend Michael Collins, BA, STL, H Dip (Pastoral Care) .....	1 9 2011
Reverend Tomás Surlis DD .....	1 9 2017
Reverend Seán Corkery DD.....	10 1 2021
Reverend Shane O’Neill MA, BPhil, BD .....	16 8 2022

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## Spiritual Director

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Reverend John Myers, CM .....	21 6 1887
Reverend Patrick Boyle, CM .....	21 6 1887
Reverend Michael Maher, CM.....	25 6 1889
Reverend James Carpenter, CM.....	22 6 1892
Reverend John Ward, CM.....	23 6 1896
Reverend Daniel Walsh, CM .....	21 6 1898
Reverend Robert Rossiter, CM .....	25 6 1902
Reverend Antony Boyle, CM.....	10 10 1905
Reverend James Downey, CM.....	20 6 1916
Reverend M Brosnahan, CM .....	8 10 1918
Reverend Peter O’Leary, CM .....	10 10 1922
Reverend Joseph McDonald, CM .....	25 6 1935
Reverend Thomas Cleary, CM.....	12 10 1937
Reverend Charles McGowan, CM.....	13 10 1942
Reverend Patrick Travers, CM, DD.....	11 10 1945
Reverend Donal Costello, CM.....	10 10 1950
Reverend James O’Doherty, CM .....	14 10 1952
Reverend William Meagher, CM.....	12 10 1954
Reverend Thomas O’Flynn, CM.....	21 6 1966
Reverend Patrick Traver, CM .....	21 6 1966
Reverend Richard McCullen, CM, DCL.....	20 6 1967
Reverend Dermot O’Hegarty, CM.....	7 10 1969
Reverend Peter Gildea, CM, DD .....	9 10 1973
Reverend James Tuohy, CM, DD .....	9 10 1975
Reverend Desmond Cleere, CM, DD.....	1 10 1978
Reverend Francis Murphy, CM, BA, STL .....	17 6 1981
Reverend Aidan McGing, CM, BA, DD, HDE.....	16 6 1982
Reverend Eamon Raftery, CM, BA, HDE .....	2 10 1985
Reverend James Rafferty, CM, BA, DCL.....	2 10 1985
Reverend Roderic M Crowley, CM, BComm, MA, HDE .....	1 10 1987
Reverend Myles Rearden, CM, MA, MPhil, PhD .....	1 10 1989
Reverend Sean Hanafin.....	1 10 1990
Reverend Joseph Cunningham, CM, MA .....	5 9 1995
Reverend Michael Leonard.....	1 9 2000

Reverend Myles Rearden, CM, MA, MPhil, PhD .....	1 9 2000
Reverend Laurence Murphy, SJ.....	20 8 2006
Reverend Michael McCullagh, CM.....	9 6 2009
Reverend William Reynolds, SJ .....	15 8 2012
Reverend Sean Farrell, CM.....	01 9 2016
Reverend Chris Hayden STL PhD.....	16 8 2021
Reverend Brendan Comerford SJ .....	01 9 2023

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## **Assistant to the President**

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Mr Dominic McNamara, BSc, HDE .....	1 9 1978
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## **Bursar and Procurator**

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Reverend Francis Power, DD (Vice-President) .....	27 6 1795
Reverend Michael Montague.....	30 7 1802
Reverend John Commins .....	27 6 1816
Reverend Michael Montague (Vice-President).....	27 6 1827
Reverend John Fennelly.....	18 9 1834
Reverend Laurence Renehan (Vice-President).....	24 6 1841
Reverend Thomas Farrelly.....	26 6 1845
Reverend Andrew Boylan.....	5 10 1882
Reverend James Donnellan.....	18 10 1887
Reverend John R Maguire.....	9 10 1923
Reverend Daniel Hourihane, BA .....	10 10 1944
Reverend James Cosgrove, BA, BD .....	1 10 1957
Mr Patrick J Dalton, ACPA .....	10 6 1980
Ms Fidelma Madden, FCA, AITI.....	1 10 1999

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## **Assistant Bursar**

---

Reverend Patrick Connolly .....	19 6 1916
Reverend John R Maguire.....	21 10 1919
Reverend Daniel Hourihane, BA .....	11 10 1938
Reverend John O'Connor, BA .....	10 3 1970
Mr Liam Greene, BA .....	11 6 1974

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## Registrar

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Reverend Tomás Ó Fiaich, MA, LicScHist .....	9 10 1968
Reverend Cathal Ó Háinle, MA, BD .....	13 10 1970
Reverend Thomas P G McGreevy, MSc, PhD.....	3 10 1972
Professor Peter Carr, BSc, PhD .....	15 6 1983
Reverend Hugh Connolly, BA, DD .....	1 1 2001
Reverend Michael Mullaney, BA, BD, DCL .....	1 1 2006
Reverend Michael Shortall, MA (UCD), STD (Greg).....	5 9 2017
Mr. Maurice Garde BATH, MSocSci (UCD)....	16 8 2021
Dr Gaven Kerr, BA, MPhil, PhD (QUB) )....	09 4 2024

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## Librarian

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Reverend Sean Corkery, MA, BSc, STL .....	9 10 1951
Mr Albert Harrison, MA, ALA .....	15 5 1980
Mr Thomas Kabdebo, MPhil, FLA .....	1 1 1983
<i>The Library facilities are shared by Saint Patrick's College and the National University of Ireland, Maynooth since the establishment of NUIM in 1997.</i>	
Ms Agnes Neligan, BA, HDE, ALA, ALAI .....	1 10 1999
Mr Cathal McCauley, MLIS, CDipAF .....	1 9 2008

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## Secretary to the Board of Trustees

---

Reverend Andrew Dunne, DD .....	26 6 1795
Reverend Patrick Ryan, DD.....	24 2 1803
Reverend Andrew Dunne, DD (re-appointed) .....	27 6 1807
Reverend William Fitzpatrick.....	27 6 1823
Reverend Matthew Flanagan, DD.....	9 2 1825
Reverend Walter M Lee, DD .....	24 6 1856
Reverend James Daniel .....	26 6 1894
Rt Reverend Monsignor Gerald Molloy, DD.....	25 6 1895
Rt Reverend Monsignor O'Donnell, DD .....	9 10 1906
Rt Reverend Monsignor Dunne, DD.....	10 10 1922
Rt Reverend Monsignor Waters, VG .....	25 6 1935
Rt Reverend Monsignor Boylan, VG, DD, DCL .....	10 10 1939
Rt Reverend Monsignor John McCarthy, VG, DD, DCL .....	13 10 1970
Very Reverend Thomas P G Canon McGreevy, BD, MSc, PhD .....	15 6 1983

Very Reverend Francis Duhig, BA.....	13 3 2001
Very Reverend Dr. Enda Cunningham.....	08 6 2015

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## Professor

---

Ahern, Reverend John, DCL, STL (Canon Law).....	22 6 1948
Ahern, Reverend Maurice, DD (Dogmatic Theology).....	27 6 1795
Anglade, Reverend Francis (Logic, Metaphysics and Ethics) .....	24 2 1802
Barrett, Reverend Michael (Logic, Metaphysics and Ethics).....	3 10 1893
Bastable, Reverend James D, MA, PhD (Logic Metaphysics and Ethics).....	10 10 1944
Beecher, Reverend Patrick, MA, DD (Pastoral Theology, Sacred Eloquence and Elocution).....	11 10 1904
Behan, Reverend Joseph (Logic, Metaphysics and Ethics).....	13 9 1845
Bewerunge, Reverend Henry (Church Chant and Organ).....	26 6 1888
Binchy, DJ, MA, DPh (Canon Law).....	12 10 1943
Birch, Reverend Peter, MA, PhD (Education).....	23 6 1953
Blowick, Reverend John, BD (Dogmatic and Moral Theology).....	26 6 1914
Boylan, Reverend Christopher H (Hebrew).....	27 6 1816
(English Rhetoric).....	25 6 1818
(English and French).....	23 6 1820
Boylan, Reverend Patrick, MA (Sacred Scripture).....	10 10 1905
Brenan, Reverend Martin, MA, PhD (Education).....	13 10 1931
Browne, Reverend James (Sacred Scripture).....	7 2 1817
(Hebrew).....	25 6 1818
Browne, Reverend Michael, DD, DCL (Dogmatic and Moral Theology and Canon Law) .....	11 10 1921
Browne, Reverend P J, MA, DSc (Mathematics and Natural Philosophy).....	14 10 1913
Callan, Reverend Nicholas, DD (Mathematics and Natural Philosophy).....	15 9 1826
Carew, Reverend P J (Humanity).....	9 2 1826
(Dogmatic and Moral Theology) .....	30 8 1828
Carr, Reverend Thomas (Dogmatic and Moral Theology) .....	13 10 1874
Casey, Reverend Michael, OP, MSc, PhD (Chemistry).....	21 6 1960
Clancy, Reverend John (English).....	21 6 1887
Clancy, Reverend Thomas, OFM, DD (Sacred Scripture).....	27 6 1795
Cleary, Reverend Patrick, DD (Dogmatic and Moral Theology and Canon Law) .....	26 6 1914
Clinch, James B (Humanity).....	27 6 1795
(Rhetoric).....	17 1 1798
Coffey, Reverend Peter, STL, DPh (Logic, Metaphysics and Ethics) ....	24 6 1902
Coghlan, Reverend Daniel (Dogmatic and Moral Theology) .....	7 9 1886

Collins, Reverend Joseph, OP, DD (Logic, Metaphysics and Ethics) ....	19	1	1951
Comerford, Richard V, MA, PhD (Modern History) .....	1	10	1989
Connolly, Reverend Hugh, BA, DD (Moral Theology).....	1	1	2007
Connolly, Reverend Peter, MA (Oxon), (English).....	12	10	1954
Conway, Reverend Michael, MSc, STL, DTheol (Faith & Culture) .....	1	10	2006
Conway, Reverend William, DD, DCL			
(Dogmatic and Moral Theology and Canon Law) .....	12	10	1943
Coolahan, John, MA, MEd, PhD, HDE (Education) .....	1	10	1987
Corbett, Reverend Thomas, BSc, DD, DipScMed (Dogmatic Theology)	1	12	1986
Corish, Reverend Patrick, MA, DD (Ecclesiastical History) .....	7	10	1947
(Ecclesiastical History) .....	8	10	1968
(Modern History) .....	11	6	1975
Cotter, Thomas, BSc, DPhil (Associate Professor of Biology).....	1	10	1993
Cosgrove, Brian, BA, BLit (English).....	1	10	1992
Cremin, Reverend Patrick F, DD, JUD			
(Dogmatic and Moral Theology) .....	10	10	1939
(Canon Law) .....	1	10	1949
Crolley, Reverend George (Dogmatic and Moral Theology) .....	20	1	1844
Crolley, Reverend William (Logic, Metaphysics and Ethics) .....	29	6	1810
Crowley, Reverend Matthias (Sacred Scripture).....	15	10	1810
Crowley, Reverend Timothy, MA, DPh			
(Logic, Metaphysics and Ethics).....	12	10	1948
Cunningham, Reverend Terence, BD, DCL (Canon Law) .....	19	10	1956
Curran, Reverend Bernard, OP (Logic, Metaphysics and Ethics).....	12	10	1943
D’Alton, Reverend John, MA, DD (Rhetoric).....	25	6	1912
Darre, Reverend Andrew (Logic, Metaphysics and Ethics).....	27	6	1795
(Mathematics and Natural Philosophy).....	24	2	1801
Delahogue, Reverend Louis AE, DD (Moral Theology) .....	12	15	1798
(Dogmatic Theology).....	24	2	1801
Delort, Reverend Peter Justin, JUD			
(Mathematics and Natural Philosophy).....	27	6	1795
Denvir, Reverend Cornelius (Mathematics and Natural Philosophy) .....	24	6	1813
Devlin, Reverend Brendan, MA, DD (Modern Languages) .....	14	10	1958
Dixon, Reverend Joseph (Sacred Scripture) .....	17	9	1834
Donaghy, Reverend John, PhD			
(Mathematics and Natural Philosophy).....	25	6	1912
Donovan, Reverend Jeremiah (Rhetoric).....	4	2	1820
Drennan, Reverend Martin, BA, STL, LSS			
(Sacred Scripture - Old Testament).....	1	12	1986
(Sacred Scripture - New Testament).....	16	6	1993
Drury, Reverend Thomas R, BA, BD (English Elocution).....	13	10	1959
(Homiletics) .....	23	6	1970
Duff, Reverend James, MA (Rhetoric) .....	10	10	1922
Eloy, Reverend Francis, DD (Sacred Scripture) .....	30	6	1808

(Ecclesiastical History) .....	30 6 1808
Er, Meng C, MSc, PhD, MIEEE, MBCS, MACS (Computer Science)....	1 1 1988
Esser, Reverend Thomas, OP, DPh (Logic, Metaphysics and Ethics)..	18 10 1887
Eustace, Reverend John C (Rhetoric) .....	27 6 1795
Fahy, Reverend Thomas, MA (Rhetoric).....	21 10 1919
Fallon, Reverend Micheal, BA, DCL (Canon Law) .....	20 6 1933
Ferris, Reverend Edward, DD (Moral Theology) .....	24 2 1801
French Whitehead, Reverend Robert (English and French) .....	30 8 1829
(Logic, Metaphysics and Ethics).....	23 6 1869
Finan, Reverend Thomas, MA (Ancient Classics).....	13 10 1959
Flanagan, Reverend Donal, DD (Dogmatic & Moral Theology).....	13 10 1959
Fogarty, Reverend Michael (Logic, Metaphysics and Ethics) .....	25 6 1889
Forker, Reverend Michael (Logic, Metaphysics and Ethics).....	15 10 1895
Freyne, Reverend Seán, DD, LSS (Sacred Scripture).....	25 9 1974
Furlong, Reverend Thomas (Humanity) .....	12 2 1829
(Rhetoric).....	17 9 1834
(Dogmatic & Moral Theology).....	13 9 1845
Gargan, Reverend Denis (Humanity).....	13 9 1845
Geary, Patrick T, BComm, MEconSc (Economics).....	1 10 1984
Gibbons, Reverend Richard (Humanity).....	30 8 1814
Gillen, Gerard, KSG, MA, BMus, BLitt (Oxon), LRSM (Music) .....	30 9 1985
Gillic, Reverend Laurence (Sacred Scripture) .....	18 1 1853
Gilmartin, Reverend Thomas (Ecclesiastical History).....	7 9 1886
Hackett, Reverend John (Rhetoric).....	12 10 1943
Hackett, Reverend Richard (Logic, Metaphysics and Ethics).....	22 10 1862
Hamell, Reverend Patrick, DD, MA (Rhetoric).....	14 10 1941
(Dogmatic & Moral Theology).....	12 10 1943
Hannon, Reverend Patrick, BA, DD, PhD(Cantab), Barrister at Law	
(Moral Theology).....	1 10 1983
Harty, Reverend John, DD (Dogmatic & Moral Theology).....	15 10 1895
(Canon Law) .....	8 10 1907
Hayley, Barbara, MA, PhD (English Language & Literature).....	11 6 1986
Healy, Reverend John, DD (Dogmatic & Moral Theology) .....	9 9 1879
(Prefect and Professor of Dunboyne Scholars) .....	3 7 1883
Heffernan, Daniel M, BA (Mod), MA, MS, PhD	
(Mathematical Physics).....	1 10 1993
Higgins, Reverend William, DD (Dogmatic Theology) .....	15 9 1826
(Dogmatic & Moral Theology) .....	26 8 1828
Hogan, Reverend John F (Modern Languages) .....	7 9 1886
Hogan, Reverend Maurice, SSC, MA, STL, LSS, PhD	
(Sacred Scripture - Old Testament).....	16 10 1996
Jennings, Reverend William (Logic, Metaphysics and Ethics).....	23 6 1852
Judge, Reverend Thomas (Logic, Metaphysics and Ethics) .....	21 6 1887
Kearns, Reverend John, OP, LSS (Sacred Scripture).....	9 10 1934

Kelly, Reverend Matthew, DD (English and French).....	4	11	1841
(Ecclesiastical History) .....	20	10	1857
Kelly, Reverend Thomas (Dogmatic Theology).....	15	9	1825
Kelly, Reverend William (English and French).....	3	2	1830
Kerr, Reverend Donal, SM, MA, STL, DPhil (Oxon), (Ecclesiastical History) .....	10	10	1978
Kevin, Reverend Cornelius (English).....	11	10	1932
Kinane, Reverend Jeremiah (Canon Law) .....	19	06	1911
Kissane, Reverend Edward, LSS (Sacred Scripture) .....	19	06	1917
Leahy, Reverend Brendán, BCL, DD, Barrister at Law (Dogmatic Theology).....	1	9	2005
Leahy, Reverend Micheal, STL, LSS (Sacred Scripture) .....	13	10	1942
Ledwith, Reverend Míceál, BA, LPh, DD (Dogmatic Theology).....	15	6	1976
Lennon, Reverend Francis (Mathematics and Natural Philosophy).....	21	6	1864
Loftus, Reverend Martin (Irish Language) .....	22	6	1820
Logue, Reverend Michael, DD (Irish Language).....	17	10	1876
(Dogmatic & Moral Theology).....	25	6	1878
Long, Reverend Edward, DCL (Canon Law) .....	12	10	1943
Lovelock, Reverend Charles (Humanity) .....	27	6	1795
(Rhetoric).....	31	7	1802
Lucey, Reverend Cornelius, MA, DD, DPh (Innsbruck) (Logic, Metaphysics and Ethics).....	10	10	1933
Luzio, Reverend Salvatore, DD, PhD, JUD (Canon Law).....	12	10	1897
McAreavey, Reverend John, BA, STL, JCD (Canon Law) .....	15	6	1988
MacCaffrey, Reverend James, STL (Ecclesiastical History).....	8	10	1901
McCarthy, Reverend Daniel (Rhetoric) .....	21	11	1845
(Sacred Scripture) .....	22	6	1854
McCarthy, Reverend John, DD, DCL (Dogmatic & Moral Theology)...	21	6	1938
(Canon Law) .....	7	10	1947
McCone, Kim R, MA, DPhil (Oxon) (Sean agus Meán-Ghaeilge).....	16	6	1982
McConnell, Reverend James, MA, DScMat (Rome) (Mathematics and Natural Philosophy).....	9	10	1945
McDonagh, Reverend Michael E, BSc, LPh, DD, DCL (Dogmatic & Moral Theology).....	14	10	1958
(Director of Postgraduate Studies in Theology).....	12	10	1970
McDonald, Reverend Walter (Dogmatic & Moral Theology).....	27	9	1881
(Prefect and Professor Dunboyne Scholars).....	26	6	1888
McEvoy, Reverend James (Philosophy) .....	1	10	1995
McGarry, Reverend James G, BA, DD (Pastoral Theology, Sacred Eloquence and Elocution).....	10	10	1939
McGoldrick, Reverend Patrick, BA, PSL, DD (Liturgy).....	22	6	1965
McGrath, Reverend Patrick J, MA, DPh (Louvain) (Metaphysics).....	18	6	1968
McGreevy, Reverend Thomas P G, MSc, PhD (Experimental Physics).	24	6	1958
McGregor, Reverend Bede, OP, MA, DD (Mission Studies) .....	25	9	1974

M'Guinness, Reverend Francis (Dogmatic & Moral Theology).....	3 2 1830
McHale, Reverend John (Dogmatic Theology) .....	22 6 1820
McKenna, Reverend Patrick (Canon Law) .....	8 10 1807
McKenna, Reverend Patrick (Dogmatic & Moral Theology).....	11 10 1904
McKevitt, Reverend Peter, BA, BD, DPh (Catholic Sociology and Catholic Action).....	12 10 1937
McLaughlin, Reverend Patrick, MSc, DesSc (Paris) (Mathematics and Natural Philosophy).....	16 10 1928
McMackin, Reverend John, MA (English) .....	8 10 1935
McMahon, Reverend James, MSc, PhD (Mathematics) .....	21 6 1960
McNally, Reverend Charles (Logic, Metaphysics and Ethics) .....	25 1 1815
(Prefect and Professor Dunboyne Scholars).....	13 2 1820
McNamara, Reverend Kevin, DD (Dogmatic and Moral Theology)....	12 10 1954
M'Nicholas, Reverend Patrick (Humanity) .....	27 6 1806
(Logic, Metaphysics and Ethics).....	11 11 1812
(Rhetoric).....	26 6 1817
MacRory, Reverend Joseph (Sacred Scripture) .....	15 10 1889
Mac Sweeney, Reverend Patrick M, MA (English).....	25 6 1912
Macauley, Reverend Charles, DD (Rhetoric) .....	19 10 1854
(Sacred Scripture) .....	25 6 1878
Magennis, Reverend Peter, DD (Sacred Scripture).....	11 11 1812
Maguire, Reverend Edward (Rhetoric).....	11 10 1883
Mannix, Reverend Daniel (Logic, Metaphysics and Ethics).....	15 10 1891
(Dogmatic & Moral Theology).....	9 10 1894
Marmion, Reverend Declan SM, MTh, STD, HDE, Dip Pastoral Theology (Systematic Theology).....	1 10 2013
Marsh, Reverend Thomas, BA, DD (Dogmatic Theology).....	13 6 1978
Meehan, Reverend Denis, MA, STL (Ancient Classics) .....	12 10 1943
Meagher, Reverend Thomas G, STL, LSS (Sacred Scripture).....	23 6 1964
Meany, Reverend William, MA, DD, PhD (Ancient Classics).....	19 6 1951
Mitchell, Reverend Gerard, DD (Dogmatic & Moral Theology).....	11 10 1932
Molloy, Reverend Gerald (Dogmatic & Moral Theology) .....	23 6 1857
Montague, Reverend Michael (Logic, Metaphysics and Ethics) .....	24 2 1801
Moran, Reverend William, DD (Dogmatic & Moral Theology).....	9 10 1917
(Prefect and Professor of Dunboyne Scholars) .....	1 10 1932
Mulcahy, Reverend Cornelius (English).....	13 10 1896
Mullaney, Reverend Michael, BA, BD, DCL (Canon Law).....	1 1 2007
Murray, Reverend Patrick, DD (English and French).....	7 9 1838
(Dogmatic & Moral Theology) .....	27 8 1841
(Prefect and Professor of Dunboyne Scholars) .....	25 6 1879
Neary, Reverend Michael, BA, DD, LSS (Sacred Scripture) .....	12 6 1991
Neville, Reverend Henry (Logic, Metaphysics and Ethics).....	15 10 1850
(Dogmatic & Moral Theology).....	20 1 1852
Newman, Reverend Jeremiah, MA, DPh	

(Catholic Sociology and Catholic Action) .....	13 10 1953
O'Brien, Reverend Edward (Humanity) .....	18 10 1859
(Rhetoric) .....	25 6 1878
O'Brien, Reverend Edward, DCL (Canon Law) .....	12 10 1943
O'Brien, Reverend Paul (Irish Language) .....	30 7 1802
O'Callaghan, Reverend Charles H, BA, BMus (Church Chant and Organ) .....	9 10 1951
O'Callaghan, Reverend Denis, DD, DCL (Dogmatic & Moral Theology) .....	14 10 1958
O'Connell, Reverend Séamus, BSc, LSS, DTh (Sacred Scripture) .....	1 10 2006
O'Connor, Reverend Daniel J, DD, LSS (Old Testament) .....	29 9 1982
O'Dea, Reverend Thomas (Dogmatic & Moral Theology) .....	5 10 1882
O'Doherty, Reverend John F, DD, DPh (Ecclesiastical History) .....	13 10 1931
O'Donnell, Reverend James (English and French) .....	22 6 1858
O'Donnell, Reverend Matthew, MA, DPh (Louvain) (Ethics) .....	11 10 1960
O'Donnell, Reverend Michael, DD (Dogmatic & Moral Theology and Canon Law) .....	12 10 1909
(Prefect and Professor of Dunboyne Scholars) .....	19 10 1920
O'Donnell, Reverend Patrick (Dogmatic & Moral Theology) .....	7 9 1880
(Prefect and Professor of Dunboyne Scholars) .....	1 7 1884
O'Donoghue, Reverend Dermot, MA, DPh (Louvain), (Logic Metaphysics and Ethics) .....	24 6 1952
O'Farrell, Anthony G, MSc, PhD (Mathematics) .....	11 6 1975
Ó Fiaich, An tAthair Tomás, MA (Modern History) .....	13 10 1959
Ó Fiannachta, An tAthair Pádraig, MA, MRIA (Early and Medieval Irish and Welsh) .....	20 6 1960
(Nua-Ghaeilge) .....	17 6 1981
Ó Floinn, An tAthair Donnchadh, MA (Irish Language) .....	8 10 1940
O'Flynn, Reverend John A, BD, LSS (Sacred Scripture) .....	13 10 1936
O'Growney, Reverend Eugene (Irish Language) .....	15 10 1891
Ó Háinle, An tAthair Cathal G, MA (Irish Language) .....	20 6 1967
O'Hanlon, Reverend John (Dogmatic & Moral Theology) .....	30 8 1828
(Prefect and Professor of Dunboyne Scholars) .....	16 11 1843
O'Hickey, Reverend Michael P (Irish Language) .....	13 10 1896
Ó hUiginn, Ruairí, MA, PhD (Nua-Ghaeilge) .....	1 10 1993
Olden, Reverend Michael G, BA, BD, DHistEccl (Ecclesiastical History) .....	15 6 1976
O'Loan, Reverend Daniel (Ecclesiastical History) .....	21 6 1892
O'Neill, Reverend John, DPh (Logic, Metaphysics and Ethics) .....	13 10 1908
O'Neill, Reverend John G, MA, PhD (Rhetoric) .....	16 10 1928
O'Neill, Reverend Patrick, DD, DCL (Dogmatic & Moral Theology and Canon Law) .....	8 10 1918
O'Nolan, Reverend Gerald, MA (Irish Language) .....	12 10 1909
Ó Nualláin, An tAthair Seosamh, BA, DD	

(Director of Pastoral Training).....	28 9 1971
O'Reilly, Reverend Edmund, DD (Dogmatic & Moral Theology).....	7 9 1848
O'Rourke, Reverend Hugh B (English and French) .....	25 6 1862
Ó Súilleabháin, An Br Séamus V, CFC, BA (London), PhD (QUB), M.Ed. (QUB), MPsychSc (UCD), ABPsS (Education) .....	18 6 1968
Owens, Reverend Richard (Dogmatic & Moral Theology) .....	1 7 1884
Philbin, Reverend William, DD (Dogmatic & Moral Theology).....	13 10 1936
Pierse, Reverend Garrett, DD (Dogmatic & Moral Theology) .....	26 6 1914
(Prefect and Professor of Dunboyne Scholars) .....	18 6 1923
Power, Reverend Francis, DD (French Language) .....	30 7 1802
Quinlan, Reverend Sean DD, LSS (Sacred Scripture) .....	15 6 1976
Quinn, Charles M, MA, PhD, DSc (Chemistry) .....	1 10 1977
Rafferty, Reverend Oliver P, SJ, BA, MSc (Oxon), MTh, DPhil (Ecclesiastical History) .....	1 10 1999
Renehan, Reverend Laurence (Sacred Scripture) .....	2 7 1826
Rigel, Reverend Jean Louis (Modern Languages).....	26 6 1914
Russell, Reverend Charles W, DD (Humanity) .....	13 2 1835
(Ecclesiastical History) .....	26 6 1845
Ryan, Reverend Arthur, DD (Dogmatic & Moral Theology) .....	9 10 1923
Ryan, Reverend Liam, MA, LPh, DD, PhD (Sociology).....	17 6 1969
Ryan, Salvador, BA, BD, PhD (Ecclesiastical History).....	1 9 2008
Scannell, Reverend Malachy (Rhetoric) .....	9 9 1879
Schild, Reverend Hubert, Lic es Litt (Modern Languages) .....	20 6 1950
Sheehan, Reverend Michael (Rhetoric) .....	12 10 1897
Slevin, Reverend Nicholas (Prefect and Professor of Dunboyne Scholars) .....	27 6 1823
Slevin, James A, MSc, PhD (Experimental Physics).....	30 9 1985
Smyth, William J, MA, PhD (Geography).....	1 10 1978
Spelman, Reverend Joseph, MSc, BD (Mathematical Physics).....	17 6 1969
Surlis, Reverend Paul, DD (Dogmatic & Moral Theology).....	7 10 1969
Toner, Reverend Patrick, DD (Dogmatic & Moral Theology) .....	11 10 1904
Tracey, Reverend Liam, OSM, STB, SLD (Liturgy).....	1 10 2002
Tracy, Reverend Michael, BA, LicMus (Church Chant and Organ).....	1 11 1927
Tully, Reverend James (Irish Languages).....	30 8 1828
Twomey, Reverend D Vincent, SVD, BD, DTheol (Moral Theology)...	15 6 2004
Usher, Mark (English Elocution) .....	27 6 1797
(French Languages) .....	25 6 1818
Vernon, David, MA, BAI, PhD, CEng, MIEI (Computer Science) .....	1 10 1995
Walsh, James, MA (Geography).....	1 10 1995
Walsh, Reverend Paul, MA, BD (Ecclesiastical History).....	21 10 1919
Walsh, Reverend Reginald, OP (Sacred Scripture).....	21 6 1898
Walsh, Reverend William J (Dogmatic & Moral Theology) .....	22 10 1867
Watson, Reverend Gerard, MA, STL, PhD (Ancient Classics) .....	13 10 1959
Watson, Reverend Noel, BA, BMus, BCG, LTCL, LRAM (Music) .....	18 6 1968

Whittaker, Peter A, BSc, PhD (Biology) .....	1 10 1978
Williams, Reverend Cornelius, OP, DD (Dogmatic & Moral Theology) .....	12 10 1976
Williams, William J, MA (Education) .....	1 10 1926
Winright, Tobias, (Moral) MDiv, MA, PhD .....	29 08 2022

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## Associate Professors

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Carr, Peter, BSc PhD (Chemistry) .....	1 10 1993
Downes, Martin, MAgSc, PhD (Biology).....	12 6 1979
Duffy, Patrick, BA, PhD (Geography).....	1 10 1993
McKenna-Lawlor, Susan, MSc, PhD (Experimental Physics).....	11 11 1986
Mullins, Reverend Michael, BA, LSS, STD (Sacred Scripture).....	1 9 2008
Norris, Reverend Thomas, BPh, DD, HDE (Systematic Theology) .....	1 9 2008
Tchrakian, Tigran, BSc, PhD (Mathematical Physics) .....	1 10 1993

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