

# THE COMMON AWARDS

## IN THEOLOGY, MINISTRY AND MISSION

### Programme Specification

MA

1<sup>st</sup> June 2017

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## 1. Name of programme

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MA in Theology, Ministry and Mission

## 2. Department

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Theology and Religion

### AIMS AND LEARNING OUTCOMES

## 3. Educational and Formational Aims

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The educational and formational aims of the programme are described in terms of the people for whom it is designed, the pedagogy it embodies and the purpose it is intended to fulfil.

### **People**

The aim of this programme is to offer postgraduate education in theology, ministry and mission

1. for candidates for public ministry who have already studied theology to degree level
2. as continuing professional development at an advanced level for individuals engaged in ministry and mission
3. for individuals wishing to pursue further study in theology, ministry and mission at postgraduate level

The programme aims to offer education that is accessible to students with a wide range of professional and personal circumstances: many will be mature students, many will be employed and therefore studying part time, many will be in active ministry, while still others will be pursuing the programme as full time residential students. The programme will therefore be available in a variety of modes of learning and teaching, including traditional full time residential learning, part time and part residential learning, and distance learning supported by online and face to face engagement.

### **Pedagogy**

The aim of this programme is to offer learning and teaching that

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

## Purpose

The purpose of the programme is to offer personal and professional development for a range of Christian ministries as well as to satisfy the aspirations of those students who undertake their studies to enhance, broaden and deepen their discipleship and ministry in other contexts.

From a professional point of view, the aim of the programme is to

1. offer pathways of study that contribute to meeting the range of professional and vocational criteria for the public ministries for which students are being prepared;
2. satisfy the aspirations of those students who undertake their studies to enhance, broaden and deepen their discipleship and ministry in other contexts; and
3. provide a firm basis from which to pursue postgraduate research in theology, ministry and mission.

From personal perspective, the aim of this programme is to develop dispositions that are congruent with and necessary for Christian discipleship, ministry and mission in the church and the world. The aims of the programme are that learners completing the programme will have become

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

## 4. Programme Learning Outcomes

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### **Subject Specific Knowledge (SSK)**

*On successful completion of the programme, students will be able to*

1. Demonstrate a systematic understanding and depth of knowledge of areas of study or of professional practice in theology, ministry and mission that is informed by research and original thinking at current boundaries of the subject.
2. Understand, assimilate and evaluate critically methodologies and findings of advanced scholarship and research in the chosen area(s) of theology, ministry and mission.
3. Demonstrate an understanding of a range of methods of analysis and inquiry in theology, ministry and mission, and an in depth engagement with methods applicable to their chosen field of research or enquiry.
4. Give a critical and comprehensive account of a range of methods for relating their chosen field of study to aspects of faith, church and society.

### **Subject Specific Skills (SSS)**

*On successful completion of the programme, students will be able to:*

1. Apply their knowledge to undertake independent investigation of areas of study or of professional practice, reaching valid conclusions, some of which may be original, and report these findings effectively within the conventions of the relevant academic or professional community.
2. Evaluate and apply methodologies, develop critiques of them and, where appropriate, propose new hypotheses.
3. Reflect theologically in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with complex, unpredictable and ambiguous realities in the church and the world today.
4. Contribute to the debate at the forefront of their chosen area(s) of study or practice.

### **Key Skills (KS)**

*On successful completion of the programme, students will be able to:*

1. Carry out systematic and creative research into complex issues and communicate their findings with clarity, sensitivity, fairness and imagination to specialist and non-specialist audiences.
2. Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.
3. Exercise their independent learning skills to pursue further professional development or academic study.

## DELIVERY OF THE PROGRAMME

### 5. Learning and Teaching Methods

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Teaching and learning methods will be used which take into account the range of learning styles in adult education. They will encourage learning that is student-centred and promotes reflective practice.

<b>Teaching &amp; Learning Method</b>	<b>How the method meets learning outcomes</b>	<b>Learning Outcomes</b>
Lectures	Lectures provide content, a conceptual framework and a survey of approaches within a subject area that enable students to locate their learning in a wider context, to make connections with other disciplines, and to evaluate their learning and apply it to different contexts.	SSK 1, 3, 4
Seminars	Seminars offer students an opportunity to present, evaluate and apply their knowledge to specific contexts, and to engage with teaching staff and peers in debate and reflection.	SSK 1, 2, 3, 4 SSS 2, 3, 4
Guided reading	Guided reading in conjunction with lectures encourages independent learning and underpins the knowledge and understanding gained in lectures and seminars.	SSK 1, 2, 3, 4 SSS 1, 2 KS 1, 2, 3
Small group learning	Small group learning creates an environment where students learn to articulate their knowledge and understanding effectively and in a way that is relevant to the group and its context.	SSS 1, 2, 3 KS 1
Case studies	Case studies offer students the opportunity to apply their knowledge, analytical and problem-solving skills to the kinds of complex, realistic and often ambiguous situations they are likely to encounter in their profession / ministry/ vocation. They can be designed to encourage group work and varying degrees of independent learning.	SSK 3 SSS 1, 2, 3 KS 2
Tutorials	Tutorials enhance learning by offering feedback and encouraging students to reflect on their own response to the knowledge and skills they have acquired.	SSK 2, 4 SSS 2, 3, 4
Practical classes	Practical classes enable students to practice their ability to communicate a subject matter orally, creatively and appropriately and to learn from the feedback of teachers and peers.	SSS 2, 3
Supervision of	Supervision of projects or dissertations offers students	SSK 1, 2, 3, 4

project or independent study	guidance and feedback on their independent learning and ensures the project / study is appropriately research-led and informed.	SSS 1, 2, 3, 4 KS 1, 2
Visits	Visits enable students to encounter the subject matter in a way that provokes formational as well as cognitive learning that demands critical reflection on the subject area and its implications.	SSK 4 SSS 3
Placement / work-based learning	Placements and/or work-based learning ensures that students make habitual connections between knowledge, understanding, skills, professional practice and the reality of a specific context, under the supervision of an experienced practitioner.	SSS 1, 2, 3, 4 KS 1, 2
Programmed distance and/or online learning	Programmed online learning materials guide students through knowledge content, its wider framework and different approaches to its application.	SSK 1, 2, 3, 4 SSS 1, 2, 4 KS 1, 2, 3
Virtual discussion forums	Virtual discussion forums offer students the opportunity to articulate the knowledge and understanding they have acquired to others and to engage in informed debate.	SSS 2, 3

## 6. Summative Assessment Methods

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<b>Assessment method</b>	<b><i>A brief description of the method</i> How the method assesses learning outcomes</b>	<b>Learning Outcomes</b>
Essay / written assignment	<i>This could be an essay, an exegesis, a gobbet, an article, the text of a sermon or talk.</i>  Written assignments assess students' ability to summarise, synthesise, analyse and locate knowledge and understanding within the conceptual framework of the subject area as well as that of a particular context. In addition, they offer the student the opportunity to demonstrate the ability to make connections with other disciplines and with practice. In addition they test students' ability make use of the resources available to them and to plan and manage their time effectively.	SSK 1, 2, 3, 4 SSS 1, 2, 3, 4 KS 1, 2



Portfolio	<p><i>This is a collection of work produced over a period of time that provides evidence of having achieved the learning outcomes. The portfolio is likely to include a number of the methods in this list, e.g. written theological reflection, resources for a group activity, learning journal, book review, placement report etc.</i></p> <p>Well-constructed portfolios offer students the opportunity to produce evidence of having achieved the learning outcomes of a module. These include knowledge, understanding, the skills of critical reflection and reflexivity, and the ability to make appropriate connections with practice and experience.</p>	SSK 1, 2, 3, 4 SSS 1, 2, 3 KS 2
Presentation	<p><i>This could be an oral or multimedia presentation, where both the content and the performance / medium of presentation are assessed. It could also be a prepared debate or an assessed structured conversation.</i></p> <p>Presentations assess students' ability to communicate knowledge and understanding appropriately, clearly, with sensitivity and rigour.</p>	SSS 1 KS 1
Group project	<p><i>This is a project with an output that involves the whole group at every stage and for which there may be group and individual assessment.</i></p> <p>Group projects test students' ability to work with others, engaging respectfully with the views of others and embodying ethical principles in a professional context.</p>	SSS 1, 2, 3 KS 1
Written theological reflection	<p><i>This is a written piece of work that relates knowledge and understanding with experience and practice.</i></p> <p>Theological reflection enable students to demonstrate their ability to connect knowledge and understanding with practice and experience using a well-defined methodology of theological reflection with rigour and sensitivity.</p>	SSK 4 SSS 2 KS 1
Resources for a group activity	<p><i>Examples of this form of assessment include creating the material for a series of small group studies or the liturgy for a service of worship.</i></p> <p>Creating resources for others demonstrates the ability to communicate knowledge and understanding to a variety of audiences with relevance, rigour and creativity.</p>	SSK 1, 2, 3, 4 SSS 1, 2, 3 KS 1, 2
Practical skills assessment	<p><i>This involves performance (for example, delivery of a sermon) and assessment of it. It may include a commentary or reflection on the preparation and/or delivery of the performance.</i></p> <p>Performing practical skills tests students' effectiveness in communicating how their knowledge and understanding relate to Christian faith and the life of the church.</p>	SSS 1, 2 KS 3
Reflective journal	<p><i>This is usually written over a period of time and includes</i></p>	SSS 3 KS 4

*reflective responses to questions learning.*

Reflective journals are an opportunity to demonstrate the skills of critical reflection, reflexivity and to offer new ideas and thinking to the subject matter and its relation to practice.

Book review	<i>This is a written piece summarizing and evaluating a book.</i>  Book reviews demonstrate students' ability to locate the subject of the book in a wider context, to summarise and engage critically with its content, as well as reflect on the impact of the book on their learning.	SSK 1, 2, 3
Literature review	<i>This involves gathering a range of appropriate (scholarly) texts for a particular focus of study. It requires the student to begin to exercise independent research skills.</i>  Literature reviews demonstrate a student's grasp of the current literature in a specific subject area and the ability to carry out research into contemporary scholarship and writings relevant to the subject being tackled.	SSK 1, 2, 3, 4 KS 1, 2
Project output	<i>Examples include a piece of artwork or an event (mission, worship service).</i>  A project-based task requires the student to demonstrate their knowledge and understanding of the subject together with an ability to contextualize and communicate this appropriately.	SSS 1, 3 KS 2
Placement or visit report	<i>This includes description, analysis and reflection on the placement or visit.</i>  A placement or visit report assesses students' ability to engage respectfully with the views of others and to make connections between knowledge, practice and experience.	SSS 1, 3 KS 2
Language tests	These time-limited tests assess learning of grammar, vocabulary and translation skills.	SSK 1
Written examination	<i>These written tasks are taken under timed conditions.</i>  Written examinations assess students' ability to summarise, synthesise, analyse and locate knowledge and understanding within the conceptual framework of the subject area as well as that of a particular context. In addition, they offer the student the opportunity to demonstrate the ability to make connections with other disciplines and with practice and test students' ability to communicate well in writing under time pressure.	SSK 1, 2, 3, 4 SSS 1, 3 KS 1

## 7. Formative Assessment Policy

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Formative assessment will be designed to support student learning by providing feedback to

students on their learning during the course of all modules. It is also an opportunity, therefore, for the teacher to assess the effectiveness of his/her teaching and to make appropriate adjustments before the module is completed. Formative assessment will encourage students to place their learning in a wider context, with opportunities for self-assessment, peer and teacher feedback. The specific mode of formative assessments varies from module to module. However, formative assessment will be used as an opportunity to strengthen particular aspects of students' learning, namely:

- the development of independent critical thinking and the ability to contribute to current debates in the field of study or professional practice.
- integrating the learning of the module with that of another subject area, with a skill or competency, or with the context of a placement, the workplace or experience.
- reflection on the development of personal dispositions / character in relation to the subject matter of the module. Some dispositions are outlined in the aims of the programme; more extensive descriptions form the background to the different pathways leading to professional ministries, as, for example, the churches' learning outcomes for ordained ministry.

## 8. Assessment criteria

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See Appendix 1.

The assessment criteria in Appendix 1 give an indication of the standards that will be used for marking written assignments and examinations at Level 7. However, additional marking criteria, accompanied by assessment guidelines, will be produced centrally for all TEIs to use for the range of assessment types listed in Section 6. These will give students clear guidance on how they can use the assessment task to demonstrate achievement of learning outcomes, and will enable teaching staff to have criteria that match the method of assessment.

The guidelines for each method of assessment will indicate

- The purpose of the assessment.
- The nature of the content of the assessment.
- The kinds of learning outcomes being assessed.
- Technicalities of presentation.
- Marking criteria for each level.

## 9. Contribution of assessment modes to final mark

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The percentage composition of final marks in relation to forms of assessment will vary from one TEI to another, depending on pathways through the programme and the chosen methods of assessment. All TEIs will ensure a range of assessment types is offered. However, it is likely that many pathways will not include formal examinations as a mode of assessment that contributes to the final mark.

All students will complete a dissertation which comprises 33% of the total mark of the MA programme.

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## STRUCTURE OF THE PROGRAMME

### 10. Outline syllabus for the programme

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<b>Total credits overall:</b>	<b>Minimum credits at Level 7:</b>	<b>Maximum credits at Level 6, or biblical language modules at levels 4 and 5:</b>
180 credits	150 credits	30 credits

The programme may be studied full time over 12 months or part time over 2, 3 or 4 years.

**Each TEI will be responsible for developing pathways that ensure all students have the opportunity to achieve the programme learning outcomes.**

See

- Appendix 2 for programme regulations
- Appendix 3 for a full list of modules,
- Appendix 4 for a mapping of modules against programme learning outcomes

#### **Breadth and depth**

At Level 7 students will have a great degree of freedom in choosing specialist subjects. Some students will use the programme to pursue a specialised body of knowledge within theology, ministry and mission. Typically the research component of such a programme will be literature-driven involving extensive engagement with primary and secondary sources, including contemporary scholarship in the chosen field.

For others, the programme will be an opportunity for advanced professional development, which is likely to require more breadth in the choice of taught modules, and a research focus that relates to professional practice. Many will be pursuing their programme of study alongside active professional practice, enabling them to pursue a strongly contextual approach to their studies, as they relate their knowledge, understanding and skills to ever more demanding and complex contexts. This is the case, for example, for Church of England candidates who may be studying towards the MA as part of their curacy training. The group of modules entitled *Vocational and Professional Development* has this category of student in mind. Educationally, these modules will ensure students harness the subject knowledge and skills that they acquired at levels 4 to 6 in greater depth, applying them independently in the ever more demanding and complex contexts of their ministerial and professional practice.

All students will be required to undertake a module that combines a study of the methodologies of theological reflection and of postgraduate research that includes a focus on the appropriate research methodologies for students' chosen fields of study or professional practice, thus preparing them for the dissertation component of the programme.

#### **Coherence**

The overarching coherence of the programme arises from its orientation towards ministry and mission, and the formation of students in practices of theological reflection that integrate disciplines with each other and, where relevant, with practice and experience. In many cases –

although not exclusively so – practice is related to the professions for which students are preparing: ordained or lay ministries in the participating churches. This coherence is expressed through the compulsory theological reflection and research methodology module.

### **International / global dimension**

The study of theology, ministry and mission has an intrinsically international dimension that forms an inherent part of the curriculum. The contextual emphasis ensures reflection on the implications of theology, mission and ministry across cultures; some modules address this intercultural dimension explicitly. In addition, some students have the opportunity to take up a research focus relating to another culture, people group or country. Some participating institutions have partnerships with overseas organisations and churches which can facilitate this.

## 11. Research training element of the programme

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All students will undertake the core theological reflection and research methodology module that will have a focus on appropriate methodologies for the field of study that the student wishes to pursue. In addition, the module will equip students to understand and observe appropriate professional and academic codes of conduct and enable them to recognise and act on ethical issues related to their research.

Students may choose from discipline-based research or a research project with a professional development focus. The institution's Board of Examiners must approve dissertation proposals and students must be allocated supervisors with the appropriate expertise for the students' chosen fields of research. In some cases, where the student is sponsored for postgraduate study by the church, the appropriate scrutiny body must approve the student's research proposal. In general, however, students on these programmes are unlikely to be supported through national research councils.

## 12. Learning outcomes at each level of study

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Not applicable to this programme single level 180-credit programme.

## 13. Indicate which modules are pre- / co-requisites within the programme

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There are no pre- or co-requisites for modules in this programme. Excluded combinations of modules are listed in Appendix 5.

## 14. Typical Admissions Requirements

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Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study. Normally students will need a good degree (or other level 6 qualification, such as a Graduate Diploma) in theology, although graduates (classified as first-class or 2:1 honours) in other disciplines with experience of Theology or Religious Studies to at least undergraduate Certificate level (awarded with credit or distinction, or with an overall mark of at least 60%) may also be admitted to the programme. Given its professional development

orientation, students are likely to be preparing for a ministerial or related vocation or be actively engaged in such a profession.

In general, up to a maximum of 60 credits of accredited prior learning may be granted to students who have evidence of, or can demonstrate learning that fulfils, the relevant learning outcomes of the Masters programme (by completing a portfolio of work, for example).

Students for whom English is their second language should have achieved a score of 7.0 in an IELTS examination, or equivalent.

## THE PROCESS OF PROGRAMME DESIGN

### 15. Relation of the programme to the QAA Theology and Religious Studies benchmark statement

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There is no Master's level benchmark for Theology and Religious Studies.

The TRS BA(Hons) benchmark statement acknowledges the range of institutional contexts in which the study of theology is offered, including the professional formation of ministers and other professional programmes. The statement describes and affirms the range of modes of learning in this subject, including full time residential programmes, distance-learning programmes and a range of part time and part-residential programmes. Clearly, the range of institutions participating in delivering the MA in Theology, Ministry and Mission falls within this affirmed diversity of provision.

### 16. Relation of the programme to the University's Qualification Descriptors and the QAA Framework for Higher Education Qualifications

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The programme learning outcomes and regulations are consistent with Durham University's Qualification Descriptors for Postgraduate Programmes, which, in turn, are consistent with the QAA's Framework for HE Qualifications for Master's / Level 7.

## 17. How the programme links research and teaching

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Teaching and learning in the theological education institutions takes place among relatively small cohorts of students. Small class size, combined with the accessibility of teaching staff for informal engagement, enables a research-imbued culture to flourish.

**Research-led:** Teaching and learning takes place in an environment where teaching staff are research-active either through academic inquiry or professional practice. All teaching and learning, therefore, draws upon the processes, as well as the findings, of the specialist and active interests of teaching staff from the very beginning of the learning process, giving the experience of learning an immediacy and relevance that is energising and motivating.

**Research-oriented:** Students are inducted into the process of inquiry in the field of theology at level 4, progressing to understanding and applying sophisticated methods of research and theological inquiry by the time they reach levels 6 and 7. For the many mature students on the programme, this will involve building on the skills and aptitudes which they bring from their educational and professional backgrounds (see page 3). The methodologies of theological reflection are introduced at the start of the programmes and all modules encourage application of this method of inquiry in formal and informal ways. Students are encouraged to challenge and question knowledge and praxis, thereby developing discerning intellectual independence that equips them for lifelong learning and discovery.

**Research-based:** the programme's strong emphasis on contextual learning and critical theological reflection leads to a research ethos to the learning process that blurs the roles of teacher and student as both explore the relationship between theory, practice and experience together. Methods of teaching, learning and assessment focus on the process of knowledge generation and the critical interrogation of research findings, creating an environment in which both students and teachers are learners.

**Research-informed:** a key driving force in the design of this programme has been the desire to embody a pedagogy that better serves its constituency and which shapes HE pedagogy more widely. To this end the collaboration between the partner institutions and Durham University will promote and sustain active engagement and research into the pedagogy of ministerial theology. Students will be encouraged to contribute to this process by means of active engagement in evaluating and discussing their pedagogical experience.

## 18. How the programme is influenced by interdisciplinary links, requirements of professional bodies and other relevant standards and principles

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This programme represents a significant national development in the education of lay and ordained ministers for the Anglican, Methodist, Baptist and United Reformed churches. In order to ensure that the programme fulfills the churches' professional requirements for public ministries as well as the aspirations of the participating TEIs, theological educators and practitioners have been extensively and intensively engaged in a collaborative approach to its design. Over a period of fifteen months TEI staff and church representatives have gathered in three conferences, each involving over 100 participants. In addition, colleagues have gathered in smaller groups in over 25 workshops around the country. This level of participation has ensured that the programme meets



the requirements of both the churches served by the TEIs as well as the TEIs themselves, in their capacity as independent theological education institutions. The result is a programme that offers a significant measure of commonality, coherence and parity, while embracing the welcome diversity of a wide range of institutions around the country. In addition, the churches' close involvement in the process ensures that the programme is fit for purpose in relation to preparing leaders for the ministry and mission of the church.

Students who are sponsored by participating churches for recognised ministries must fulfill learning outcomes stipulated by the churches in addition to the programme learning outcomes. In the case of the Church of England, for example, the learning outcomes are stipulated and monitored by the Ministry Division of the Archbishop's Council. This means that students who have successfully completed the programme are nevertheless subject to the church's authority in relation to their preparedness for the ministry for which they entered training.

## STUDENT SUPPORT

### 19. Arrangements for academic support of students

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The exact form in which students will be supported varies from one participating institution to the other. However, each institution has

- a staff member in a 'director of studies' role who is able to advise students on module choices (where relevant) and who will track student progress.
- tutors who provide pastoral and welfare support to students and monitor academic progress
- teaching staff who offer academic support
- a research supervisor for the dissertation component of the programme

There is a programme handbook for all participating institutions that sets out the details of this programme and its regulations and procedures. In addition each institution provides a handbook that sets out the local regulations, practicalities and ethos within which the programme is delivered.

Students receive both a mark and written feedback on all summative assessments. Feedback on formative assessments will vary depending on the nature of the assessment, but could involve written or oral feedback. Dissertations will involve at least four supervisions with the supervisor at appropriate stages of its preparation.

### 20. Policies relating to admission of particular groups of students and support for them

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Individual institutions have policies relating to admissions and disability support. Teaching staff at the institutions are supported by Durham University Service for Students with Disabilities in relation to guidance and information. All institutions have staff with particular responsibility for supporting students with study skills.



## OTHER ISSUES

### 21. Field trips, placement and related opportunities

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Reflective involvement with the realities of the church and the world are a hallmark of teaching and learning within this programme that encourages a continuous and critical conversation between knowledge and experience. The opportunity to engage in visits and placements is therefore an important feature of this programme. The modes of engagement include:

- Field visits as part of a specific module of study, with which the whole class is expected to engage
- Extended visits, including overseas visits, for individual students or groups of students, which comprise a placement, or are extracurricular or form part of a specific module.
- Placements arranged in negotiation with the institution as an integral part of the student's programme. This could be an attachment to a church or parish throughout the student's programme of study, or a short-term placement in a church or other organisation, such as a hospital, a third sector organisation, a military institution, a school or another educational establishment. In all of these placements, a named person would act as a supervisor and would liaise with a staff member at the sending institution to ensure that the placement has the capacity to offer the student the opportunity to achieve specified learning outcomes.
- Work based learning is also available to part time students for whom this is an appropriate mode of learning. Most commonly this is likely to be a student who is employed (voluntarily or in a remunerated capacity) in a church or church-related context.

### 22. Other matters relating to the students' learning experience including those that enhance students' development but are not assessed

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Students undertaking the programme will be engaged in communities of prayer and worship, whether within the training institution, a local church or another form of intentional faith community. Underpinning the programme is a commitment to the communal, collaborative and contextual nature of learning: learners are confronted with the provisionality of human articulations of truth when others' interpretation of it differs from their own. Institutions will encourage learners to be inspired by such experiences, seeing them as prompts to become lifelong learners who appreciate uncertainty, ambiguity and the limits of knowledge.

This communal dimension is an important part of developing students in a more holistic sense, as well as offering significant opportunities for genuine collaborative learning and shared experience upon which to reflect theologically, often in a corporate setting.

## QUALITY MANAGEMENT AND ENHANCEMENT

### 23. Management structure of the programme

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Each participating institution has a board of studies ('management committee') which has overall responsibility for the programme. A staff member acts as a programme leader who is responsible for the day to day running of the programme. A University Liaison Officer will support the institution and liaise between the institution and Durham University.

The individual institutions' boards of studies will report to and liaise with the overarching Management Board for the Common Awards.

### 24. Monitoring of the quality of the programme, including opportunities for students to express their views

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Durham University will appoint external examiners for each participating institution which will operate its own Examination Board for the programme. The overarching Management Board of the Common Awards Partnership will consider the procedures and outcomes of all participating institutions' Examination Boards annually.

Each institution will have a procedure for enabling student feedback at both module and programme level. In addition there will be a staff-student consultative committee at each institution. Student feedback will be considered and acted upon at the board of studies.

The Annual Review process will report on admissions, learning, teaching and assessment, student progression and achievement, external examiner feedback, student support and guidance, student feedback results, resources, quality management and enhancement.

### 25. Staff development issues relating to the programmes

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Core teaching staff in participating institutions will be able to access a range of staff development opportunities. Many are lay or ordained ministers of churches which offer their own professional development programmes. In addition, TEIs will ensure annual and peer reviews for staff which will have a professional development focus. The Validation Plus partnership with Durham will offer professional development opportunities through national staff conferences that will foster research in ministerial and theological education and a nationwide platform for professional engagement.

## APPENDIX 1: Assessment Criteria

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*Please see note in Section 8.*

### DISTINCTION

- 86 – 100
- exemplary work
  - publishable quality with a depth and breadth that indicates exceptional research potential
  - creative, insightful and original work
  - evidence of exceptionally extensive and critical engagement with appropriately selected primary and secondary literature, including sources at the forefront of research
  - outstanding clarity of focus, structure and argument which are fluently and creatively articulated
  - making significant recommendations from a sophisticated integration of aspects of current thinking and/or practice in theology, ministry and mission
  - highest professional standards of presentation
  - demonstrates a critical depth and range of the knowledge, understanding and skills required at L7
  - all the learning outcomes and responsibilities at L7 are satisfied at a high level.
- 76 – 85
- outstanding work
  - could form the basis of publishable material with a depth and breadth that indicates excellent research potential
  - insightful and original work
  - evidence of extensive and critical engagement with appropriately selected primary and secondary literature, including sources at the forefront of research
  - excellent clarity of focus, structure and argument which are fluently articulated
  - drawing significant conclusions from a sophisticated integration of aspects of current thinking and/or practice in theology, ministry and mission
  - professional standards of presentation
  - demonstrates a critical depth and range of the knowledge, understanding and skills required at L7
  - all the learning outcomes and responsibilities at L7 are fully satisfied.
- 70 – 75
- excellent work
  - depth and breadth of approach that indicates the ability to work at doctoral level
  - high levels of accuracy and insightful analysis
  - evidence of critical engagement with appropriately selected primary and secondary literature, including sources at the forefront of research
  - well-defined focus, clear structure and very good argument which are lucidly articulated
  - drawing original, relevant and perceptive conclusions from the integration of aspects of current thinking and/or practice in theology, ministry and mission
  - very good standards of presentation
  - demonstrates critical and comprehensive knowledge, understanding and skills required at L7
  - all the learning outcomes and responsibilities at L7 are satisfied, and many are satisfied at a high level.

## MERIT

- 65 – 69
- very good work
  - highly critical and coherent approach that demonstrates the potential to undertake research
  - good levels of accuracy and critical insight
  - evidence of effective engagement with appropriately selected primary and secondary literature, including sources at the forefront of research
  - well-defined focus, clear structure and good argument demonstrating flexibility of thought
  - drawing relevant and perceptive conclusions from the integration of aspects of current thinking and/or practice in theology, ministry and mission
  - well presented with accurate and appropriate referencing
  - demonstrates critical and thorough knowledge, understanding and skills required at L7
  - all the learning outcomes and responsibilities at L7 are satisfied, and some are satisfied at a high level.
- 60 – 64
- good work
  - critical and coherent approach that demonstrates the potential to undertake research
  - good levels of accuracy and some critical insight
  - evidence of effective engagement with appropriately selected primary and secondary literature, including some sources at the forefront of research
  - well-defined focus, clear structure and good argument
  - drawing relevant conclusions from the integration of aspects of current thinking and/or practice in theology, ministry and mission
  - clear presentation with accurate and appropriate referencing
  - demonstrates thorough knowledge, understanding and skills required at L7
  - all the learning outcomes and responsibilities at L7 are satisfied, and many are more than satisfied.

## PASS

- 55 – 59
- acceptable work
  - coherent approach that is more descriptive than critical or analytical
  - some inaccuracies but evidence of sound understanding
  - evidence of sound engagement with key primary and secondary literature, including a few sources at the forefront of research
  - identifiable focus and structure but incomplete argument
  - articulating some insights from the integration of aspects of current thinking and/or practice in theology, ministry and mission
  - adequate presentation and referencing
  - demonstrates knowledge, understanding and skills required at L7
  - all the learning outcomes and responsibilities at L7 are satisfied, and some are more than satisfied.
- 50 – 54
- broadly satisfactory work

- coherent approach that is more descriptive than critical or analytical and has some gaps
- some inaccuracies but evidence of understanding
- evidence of adequate engagement with some key literature, but with some omissions
- identifiable focus and structure but argument is weak and narrow in parts
- articulates some aspects of the integration of current thinking and/or practice in theology, ministry and mission
- adequate presentation and referencing with some flaws
- demonstrates adequately the knowledge, understanding and skills required at L7
- all the learning outcomes and responsibilities at L7 are satisfied.

## FAIL

40 – 49

- unacceptable work
- patchy grasp of the field that is mostly descriptive
- inaccuracies and evidence of limited understanding
- engagement with some key literature, but with some omissions and little analysis
- lack of focus and structure with undeveloped argument
- weak engagement with the integration of current thinking and/or practice in theology, ministry and mission
- poor presentation with incomplete referencing
- insufficient knowledge, understanding and skills for those required at L7
- a substantial proportion of the learning outcomes and responsibilities at L7 are satisfied.

30 - 39

- unacceptable work
- only a partial grasp of the field
- work demonstrates a lack of understanding
- engagement with some relevant literature, but with many omissions and little analysis
- little or no focus or structure; confused and incoherent argument
- barely any engagement with the integration of current thinking and/or practice in theology, ministry and mission
- poor presentation with inadequate referencing
- inadequate knowledge, understanding and skills for those required at L7
- some of the learning outcomes and responsibilities at L7 are satisfied.

- 20-29
- unacceptable work
  - severely limited grasp of the field
  - little evidence of understanding
  - almost no engagement with appropriate literature
  - lack of focus, structure or argument and relevance to the task
  - no engagement with the integration of current thinking and/or practice in theology, ministry and mission
  - poor presentation with omissions, errors and irrelevant sources
  - almost no knowledge, understanding and skills for those required at L7
  - a few, if any, of the learning outcomes and responsibilities at L7 are satisfied.
- 10 - 19
- unacceptable work
  - barely discernible grasp of the field
  - very little evidence of understanding
  - no relevant engagement with appropriate literature
  - no focus, structure and no relevant argument
  - no engagement with the integration of current thinking and/or practice in theology, ministry and mission
  - presentation is poor and contains omissions, errors and irrelevant sources
  - almost no knowledge, understanding and skills for those required at L7
  - very few, if any, of the learning outcomes and responsibilities at L7 are satisfied.
- 0 – 9
- unacceptable and incomplete work
  - no grasp of the field
  - no evidence of understanding
  - no engagement with appropriate or relevant literature
  - no focus, structure, argument or relevance to the task
  - no engagement with the integration of current thinking and/or practice in theology, ministry and mission
  - unacceptable presentation with omissions, errors and irrelevant sources
  - no knowledge, understanding and skills for those required at L7
  - fails to demonstrate that any of the learning outcomes and responsibilities at L7 are satisfied.

## APPENDIX 2: Syllabus

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There are no non-compensatable modules.

**All students will study the following:**

L7-20 Research and Reflection: Resources and Methods

L7-60 Dissertation in Theology, Ministry and Mission

**Other modules to be chosen from the list in Appendix 3 to achieve a total of 180 credits, with a minimum of 150 credits at Level 7**

Up to 30 credits of modules may be taken from level 6 or biblical language modules at levels 4 or 5.

## APPENDIX 3: Full List of Level 7 Modules

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### BIBLICAL STUDIES

1	The Bible and Christian Faith	20
2	Advanced Biblical Studies	20
3	Advanced Old Testament Studies	20
4	Advanced New Testament Studies	20
5	Issues in Biblical Theology	20
6	Old Testament Texts in Hebrew and/or Aramaic	20
7	New Testament Texts in Greek	20

### CHRISTIAN DOCTRINE, HISTORY AND ETHICS

8	Methods in Modern Theology	20
9	Advanced Topic in Christian Doctrine	20
10	Further Advanced Topic in Christian Doctrine	20
11	Advanced Study of a Theological Text	20
12	Advanced Topic in Church History	20
13	Advanced Study of a Christian Figure	20
14	Theology and Science	20
15	Themes in Moral theology	20
16	Advanced Topic in Christian Ethics	20
17	Advanced Philosophical Theology	20
18	Christian Doctrine and Contemporary Culture	20
19	Ecumenism in Theory and Practice	20

### DISCIPLESHIP, LEADERSHIP AND THE LEARNING CHURCH

20	Education and the Learning Church	20
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### INTERDISCIPLINARY, INTEGRATIVE AND INDEPENDENT LEARNING

21	Interdisciplinary Study of Local Churches	20
22	Christian Faith and the Environment	20
23	Christian Practice in Multi Faith Contexts	20
24	Jewish-Christian Relations: Scripture, History and Theology	20
25	Theology in Dialogue	20
26	Independent Learning Project	20
27	Research and Reflection: Resources and Methods	20
28	Dissertation in Theology, Ministry and Mission	60
29	God, Beauty and the Imagination: Theology and the Arts	20
30	Jewish-Christian-Muslim Relations: Scripture, History, Theology and Practice	20
31	Secularisation and Christianity	20



**MINISTRY AND MISSION**

32	Preaching in a Ministerial Context	20
33	Chaplaincy and Christian Mission	20
34	Theologies in Global Perspective	20
35	Mission and Ecclesiology in Contemporary Context	20
36	Liturgy and Mission	20

**REFLECTIVE PRACTICE AND PASTORAL CARE**

37	Advanced Pastoral Supervision	20
38	Advanced Theory and Method in Practical Theology	20
39	Reflective Practice Placement	20

**SPIRITUALITY AND WORSHIP**

40	Words and Music in Worship	20
41	Christian Spirituality in Dialogue	20
42	Christian Worship and Human Community	20
43	Contemporary Spirituality in Historical Context	20
44	Foundations and Forms of Christian Spirituality	20
45	Liturgy and Spirituality	20

**VOCATIONAL AND PROFESSIONAL DEVELOPMENT**

46	Reflective Practice: Spirituality and Ministry	20
47	Reflective Practice: Leadership and Collaboration	20
48	Reflective Practice: Christian Worship	20
49	Reflective Practice: Mission and Evangelism	20
50	Reflective Practice: Inhabiting Public Ministry	20
51	Reflective Practice: Law and the Public Minister	20
52	Reflective Practice: Mission and Ministry in Rural Contexts	20
53	Reflective Practice: Relationships and Emotional Management in Ministry	20

## APPENDIX 4: Mapping of Modules against Learning Outcomes

	SSK 1	SSK 2	SSK 3	SSK 4	SSS 1	SSS 2	SSS 3	SSS 4	KS 1	KS 2	KS 3
1. The Bible and Christian Faith	✓	✓		✓	✓		✓		✓	✓	✓
2. Advanced Biblical Studies	✓	✓			✓		✓		✓	✓	✓
3. Advanced Old Testament Studies	✓	✓			✓		✓		✓	✓	✓
4. Advanced New Testament Studies	✓	✓			✓		✓		✓	✓	✓
5. Issues in Biblical Theology	✓	✓		✓	✓		✓		✓	✓	✓
6. Old Testament Texts in Hebrew / Aramaic	✓	✓			✓				✓	✓	✓
7. New Testament Texts in Greek	✓	✓			✓				✓	✓	✓
8. Methods in Modern Theology	✓	✓		✓	✓		✓		✓	✓	✓
9. Advanced Topic in Christian Doctrine	✓	✓	✓				✓		✓	✓	✓
10. Further Advanced Topic in Christian Doctrine	✓	✓	✓				✓		✓	✓	✓
11. Advanced Study of a Theological Text	✓	✓	✓				✓		✓	✓	✓
12. Advanced Topic in Church History	✓	✓	✓				✓		✓	✓	✓
13. Advanced Study of a Christian Figure	✓	✓	✓			✓			✓	✓	✓
14. Theology and Science	✓		✓			✓			✓	✓	✓
15. Themes in Moral Theology	✓	✓	✓		✓	✓	✓		✓	✓	✓
16. Advanced Topic in Christian Ethics	✓	✓	✓				✓		✓	✓	✓
17. Advanced Philosophical Theology	✓	✓	✓		✓				✓		
18. Christian Doctrine and Contemporary Culture	✓			✓	✓		✓		✓		
19. Ecumenism in Theory and Practice	✓	✓	✓	✓	✓		✓		✓	✓	✓
20. Education and the Learning Church	✓		✓	✓	✓		✓		✓	✓	✓
21. Interdisciplinary Study of Local Churches	✓		✓		✓	✓			✓	✓	✓
22. Christian Faith and the Environment	✓		✓		✓		✓		✓	✓	✓
23. Christian Practice in Multi Faith Contexts	✓			✓	✓		✓		✓	✓	✓
24. Jewish-Christian Relations: Scripture, History and Theology	✓	✓			✓				✓	✓	✓
25. Theology in Dialogue	✓	✓			✓	✓	✓		✓	✓	✓
26. Independent Learning Project	✓				✓	✓			✓	✓	✓
27. Research and Reflection: Resources and Methods		✓	✓	✓	✓	✓	✓		✓	✓	✓
28. Dissertation in Theology, Ministry and Mission	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	SSK 1	SSK 2	SSK 3	SSK 4	SSS 1	SSS 2	SSS 3	SSS 4	KS 1	KS 2	KS 3
29. God, Beauty and the Imagination: Theology and the Arts	✓	✓			✓		✓		✓	✓	✓
30. Jewish-Christian-Muslim Relations: Scripture, History, Theology and Practice	✓	✓			✓				✓	✓	✓
31. Secularisation and Christianity	✓	✓	✓	✓	✓		✓		✓	✓	
32. Preaching in a Ministerial Context	✓				✓		✓		✓	✓	✓
33. Chaplaincy and Christian Mission	✓	✓			✓		✓			✓	✓
34. Theologies in Global Perspective	✓	✓		✓	✓		✓		✓	✓	✓
35. Mission and Ecclesiology in the Contemporary Context	✓	✓	✓				✓		✓	✓	✓
36. Liturgy and Mission	✓	✓		✓	✓	✓			✓	✓	✓
37. Advanced Pastoral Supervision	✓	✓	✓		✓	✓			✓	✓	✓
38. Advanced Theory and Method in Practical Theology	✓	✓	✓		✓	✓	✓		✓	✓	✓
39. Reflective Practice Placement	✓			✓	✓		✓			✓	✓
40. Words and Music in Worship	✓	✓			✓	✓	✓		✓	✓	✓
41. Christian Spirituality in Dialogue	✓	✓		✓	✓		✓		✓	✓	✓
42. Christian Worship and Human Community	✓	✓			✓	✓	✓		✓	✓	✓
43. Contemporary Spirituality in Historical Context	✓		✓			✓	✓		✓		✓
44. Foundations and Forms of Christian Spirituality	✓	✓				✓	✓		✓	✓	✓
45. Liturgy and Spirituality	✓	✓		✓	✓	✓			✓	✓	✓
46. Reflective Practice: Spirituality and Ministry	✓	✓		✓	✓		✓		✓	✓	✓
47. Reflective Practice: Leadership & Collaboration	✓	✓		✓	✓	✓	✓		✓	✓	✓
48. Reflective Practice: Christian Worship	✓	✓			✓	✓	✓		✓	✓	✓
49. Reflective Practice: Mission and Evangelism	✓	✓	✓		✓		✓		✓	✓	✓
50. Reflective Practice: Inhabiting Public Ministry	✓	✓		✓	✓	✓	✓		✓	✓	✓
51. Reflective Practice: Law and the Public Minister	✓			✓	✓	✓	✓		✓	✓	✓
52. Reflective Practice: Mission and Ministry in Rural Contexts	✓			✓	✓		✓		✓	✓	✓
53. Reflective Practice: Relationships and Emotional Management in Ministry	✓		✓		✓	✓	✓		✓	✓	✓

## APPENDIX 5: Excluded combinations of modules

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There are no pre- or co-requisite modules at Level 7.

There are the following excluded combinations:

Module	Excluded Combinations
Advanced Biblical Studies	Advanced Old Testament Studies Advanced New Testament Studies
Advanced Old Testament Studies	Advanced Biblical Studies
Advanced New Testament Studies	Advanced Biblical Studies
Issues in Biblical Theology	Level 6 Issues in Biblical Theology