

THE COMMON AWARDS

IN THEOLOGY, MINISTRY AND MISSION

Programme Specification

Graduate Diploma

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1. Name of programme

Graduate Diploma in Theology, Ministry and Mission

2. Department

Theology and Religion

AIMS AND LEARNING OUTCOMES

3. Educational and Formational Aims

The Graduate Diploma programme aims to offer a programme of study in theology, ministry and mission that enables students with a degree in another subject (or with a Diploma (HE) in a theological discipline) to acquire competence in theology, ministry and mission at HE level 6. Students with a degree will use the skills acquired and demonstrated through their previous degree to access study of theology, ministry and mission at HE level 6. Students with a Diploma (HE) in theology will use both their skills and subject knowledge to access the Graduate Diploma programme.

The educational and formational aims of the programme are described further 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 equip Christian disciples and ministers to develop as competent and faithful reflective practitioners. To this end it provides an education in theology, ministry and mission in and for a variety of contexts.

1. Preparing people for professional ministry and mission within churches:
Many students will be preparing for recognised lay and ordained ministries in the Anglican, Methodist, Baptist and United Reformed churches. Others will be engaging in the programme as part of their professional development. The programmes serve institutions representing Anglican, Methodist, United Reformed, Baptist, Roman Catholic and Orthodox churches, as well as being open to students from other denominations.
2. Preparing people for lay ministry and mission in the world:
The programme also serves those who wish to be more fully equipped for Christian life and service in the world, or simply more informed about the Christian faith.

The programme aims to offer education that is accessible to students with a wide range of educational backgrounds and 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 provide an education in theology, ministry and mission that encompasses the development of character and the nurturing of virtues and spirituality alongside the acquisition of knowledge and understanding, and the development of cognitive and practical skills. The programme aims to enable students to engage more deeply with themselves, others, the church, the world and God by offering learning and teaching that

1. form students in various disciplines, but bring those disciplines together to inform and enrich one another;
2. are constantly oriented towards the ministry and mission for which students are being prepared; and
3. 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 preparation 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 further study in theology, ministry and mission at postgraduate level.

From a personal perspective, the aim of this programme is to develop dispositions that are congruent with, and necessary for, Christian 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 attentive study of Scripture, and be willing to go on being transformed by them;
2. aware of the skills and disposition needed to go on reading themselves, the church and the world in the light of Christian doctrine, and to explore Christian doctrine more deeply in the light of experience and practice;
3. deeply aware that they are heirs to a long and complex history, aware of their place in that history alongside many others, and attuned to the work of the Holy Spirit in the church and the world through history and in the present;
4. passionate and prayerful advocates for the mission of God;
5. clearer about their vocation in the church and the world and therefore more determined to pursue personal and corporate life long learning as disciples of Christ;
6. open to the insights and challenges that emerge from serious engagement and cooperation with others, in and beyond the church.

4. Programme Learning Outcomes

Subject Specific Knowledge (SSK)

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

1. give a detailed and coherent account of methods of critical theological reflection, comparing their strengths and weaknesses in a range of new contexts in and beyond the church.
2. demonstrate a systematic understanding of key concepts and processes of inquiry involved in the study of one or more chosen areas of theological study, including acquisition of coherent and detailed knowledge, at least some of which is informed by methodologies and findings of recent research.

Subject Specific Skills (SSS)

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

1. communicate their chosen focus / foci of study appropriately and with relevance, rigour, creativity and sensitivity to a variety of audiences and contexts.
2. apply knowledge and understanding of the chosen disciplines of theology, ministry and mission to new and complex contexts, reflecting critically on their impact on the life and ministry of the church, and showing sensitivity to the problems of religious language, experience, and the limits of knowledge.

Key Skills (KS)

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

1. identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, for a range of purposes, and communicate their findings with clarity and fairness using a variety of media to both specialist and non-specialist audiences;
2. critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments that signal a recognition of, and respect for, the differences between beliefs, commitments and prejudices, to both specialist and non-specialist audiences.
3. take responsibility for an extended project that involves the exercise of initiative, independent inquiry and the effective management of time, resources and use of IT; engaging with others in planning and decision-making in complex and unpredictable contexts; meeting deadlines; evaluating the project and learning from it.
4. take responsibility for their own personal and professional development.

DELIVERY OF THE PROGRAMME

5. Learning and Teaching Methods

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 based on reflective practice.

Teaching & Learning Method	How the method meets learning outcomes	Learning Outcomes
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, 2 SSS 2
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 SSS 1, 2 KS 1, 2
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 SSS 2 KS 1, 2
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 KS 1, 2
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 2 SSS 1, 2 KS 1, 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 1, 2 SSS 1, 2 KS 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 1, 2 KS 1, 2

Supervision of project or independent study	Supervision of projects or dissertations offers students guidance and feedback on their independent learning and ensures the project / study is appropriately research-led and informed.	SSK 1, 2 SSS 1, 2 KS 4
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.	SSS 1, 2 KS 1, 2
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.	SSK 2 SSS 2 KS 1, 3, 4
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 SSS 2
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.	SSK 1 SSS 1, 2 KS 1, 2, 3, 4

6. Summative Assessment Methods

Assessment method	<i>A brief description of the method</i> How the method assesses learning outcomes	Learning Outcomes
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 SSS 1, 2 KS 1, 2, 3

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 SSS 1, 2 KS 1, 2, 3, 4
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>	SSK 1, 2 SSS 1 KS 1, 2
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>	SSK 2 SSS 1, 2 KS 1, 2, 3, 4
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 1 SSS 2 KS 1, 2, 4
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 SSS 1, 2 KS 1, 3
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 2 KS 1, 2, 3, 4
Reflective journal	<p><i>This is usually written over a period of time and includes</i></p>	SSS 2 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	<p><i>This is a written piece summarizing and evaluating a book.</i></p> <p>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.</p>	SSK 1, 2 KS 2
Literature review	<p><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></p> <p>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.</p>	SSK 2 SSS 2 KS 1, 2, 3
Project output	<p><i>Examples include a piece of artwork or an event (mission, worship service).</i></p> <p>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.</p>	SSS 1, 2 KS 1, 2, 3
Placement or visit report	<p><i>This includes description, analysis and reflection on the placement or visit.</i></p> <p>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.</p>	SSS 2 KS 3, 4
Language tests	<p>These time-limited tests assess learning of grammar, vocabulary and translation skills.</p>	SSK 2
Written examination	<p><i>These written tasks are taken under timed conditions.</i></p> <p>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.</p>	SSK 1, 2 SSS 1, 2 KS 1, 2

7. Formative Assessment Policy

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:

- 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.
- 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.

8. Assessment criteria

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 6. 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

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.

STRUCTURE OF THE PROGRAMME

10. Outline syllabus for the programme

Total credits overall:	Minimum credits at Level 6:	Maximum credits at Levels 4 and 5:
120 credits	80 credits	40 credits

This programme may be studied full time over one year or part time over two or three 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

The programme structure ensures that students are equipped with, and build on, the skills of critical theological reflection which they will apply to the subject areas in which they choose to specialise within the remainder of the programme.

At Level 6 a range of more specialist subjects are available for study. A dissertation or project offers students an opportunity to demonstrate independent learning at this level. The project may be directly related to the practical element of the student's programme or may involve research in practical theology.

Some students may choose a strong contextual and applied focus at level 6, as exemplified particularly by the group of modules entitled *Vocational and Professional Development*. This is the case, for example, for Church of England candidates who may proceed to level 6 as part of their curacy training, having completed a ministerial theology Diploma qualification prior to embarking on the Graduate Diploma. Educationally, these modules will ensure students harness the subject knowledge and skills that they acquired at levels 4 and 5 in greater depth, with greater independence, applying them in the ever more demanding and complex contexts of their ministerial and professional practice.

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 with practice and experience. All students must engage, therefore, with the methodology of theological reflection, unless they are exempt as a result of proven previous study of the subject. 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.

Breadth

The programme is designed to ensure that students study theology with an understanding of its implications in church and society as well as for Christian faith.

Depth

The programme aspires to engender a thirst for lifelong learning by enabling students to pursue particular areas of interest. Modules offered at level 6 demand a level of depth and independence of study that make them suitable as preparation for postgraduate study in theology.

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 placements abroad and some participating institutions have partnerships with overseas organisations and churches from which both students and staff benefit.

11. Learning outcomes at each level of study

This is not applicable for this 120-credit programme of study.

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

In order to achieve the flexibility required by TEIs to construct their own pathways through the programme, very few co-requisites have been stipulated centrally. Instead, these co-requisites will be defined and decided by each TEI in relation to their individual pathways and will take the form of supplementary regulations that will be approved as part of the TEI validation process.

See Appendix 5 for details of pre- and co-requisites as well as excluded combinations.

13. Typical Admissions Requirements

Normally an upper second class Honours degree. Graduates in other subjects and students who have completed a Diploma (HE) in theology successfully may enter the Graduate Diploma programme. For non-theology graduates, normally students should have an upper second class honours degree. However, especially for mature students, prior professional experience will be taken into account as well as educational qualifications.

In general, up to a maximum of 40 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 Graduate Diploma programme (by completing a portfolio of work, for example).

Students offered admission to the Graduate Diploma will be given a reading list in advance of the first term to help them acquire preparatory familiarity with the subjects they have chosen as their focus. This will enable them to proceed to a more comprehensive, critical and in-depth understanding of the selected subject areas and the key methodologies associated with them. For modules at Level 6, students will be expected to engage in some independent study of primary and secondary sources, applying their knowledge to new contexts and appreciating the limits and uncertainty of the subject areas studied.

Students for whom English is their second language should have achieved a score of 6.5 in an IELTS examination, or equivalent.

THE PROCESS OF PROGRAMME DESIGN

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

The TRS benchmark statement, which refers to a Bachelor's degree with honours, 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 Graduate Diploma in Theology, Ministry and Mission falls within this affirmed diversity of provision.

Despite this diversity, the statement suggests that *'students should be expected to be confronted with some of the questions raised by this general intellectual history [of TRS as a subject] and to consider viewpoints other than their own and other than any declared stance of the institution where they are studying. Critical dialogue is essential to the subject as studied at HE level.'* This programme responds to this by offering the study of church history (including the history of mission), Christian doctrine, apologetics and other faiths, and by insisting on critical theological reflection as a core skill that students must develop throughout their studies.

The benchmark statement suggests that all programmes in TRS should touch upon most of the following:

- *A broadly based core together with the wider context required [...], and specialised study in depth of some aspects of the discipline [...]*
- *One or more religions [...]*
- *The reading, analysis and interpretation of texts, sometimes in the original languages [...]*
- *Engagement with some of the major religious thinkers [...]*
- *The application of a variety of critical methods of study [...]*
- *The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers [...]*
- *Ethics, morality, and values [...]*

These are addressed in this programme through the range of modules offered in biblical studies, history, doctrine, ethics and inter faith engagement.

In addition the statement proposes a number of qualities of mind that should be developed as part of TRS study:

- *The ability to understand how people have thought and acted in contexts other than the student's own [...]*
- *The ability to read and use texts both critically and empathetically [...]*

- *The appreciation of complexity [...]*
- *Sensitivity to the problems of religious language and experience [...]*
- *Appreciation of the interconnectedness and internal tensions within a system of beliefs and practices [...]*
- *Basic critical and analytical skills [...]*
- *The ability to employ a variety of methods of study [...]*
- *The capacity to give a clear and accurate account of a subject [...]*

These attributes can be found in the subject specific and key skills for the programme, and many are addressed particularly effectively through the emphasis on a contextual approach that demands the skills and habit of critical theological reflection.

Among the teaching methods described within the statement there is a clear affirmation of practical placements (akin to those undertaking training for the caring professions), which may form an important component of this programme.

Finally, the learning outcomes of this programme have drawn from, and are congruent with, the knowledge and understanding, discipline-specific and intellectual skills and the generic (transferable) skills described in the TRS statement.

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

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

16. How the programme links research and teaching

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.

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

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

18. Arrangements for academic support of students

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

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.

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

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

20. Field trips, placement and related opportunities

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.

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

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

22. Management structure of the programme

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.

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

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.

24. Staff development issues relating to the programmes

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

Please see note in Section 8.

1	<p>86 – 100 The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Sophisticated and thorough understanding • Exceptionally extensive and imaginative use of sources <p>Coherence, reasoning, reflection</p> <ul style="list-style-type: none"> • Outstanding independence, clarity and originality of thought • Persuasive argument making effective use of evidence • Evidence of exceptionally insightful reflective practice <p>Structure and presentation</p> <ul style="list-style-type: none"> • Excellent, very well presented structure with lucid, fluent and compelling style.
	<p>76 – 85 The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Thorough and insightful understanding • Extensive and informed use of sources <p>Coherence, reasoning, reflection</p> <ul style="list-style-type: none"> • Evidence of critical judgment, clarity and independence of thought • Compelling argument well supported by evidence • Evidence of exceptional reflective practice <p>Structure and presentation</p> <ul style="list-style-type: none"> • Excellent, well-presented structure with clear and fluent writing style.
	<p>70 – 75 The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Thorough understanding • Wide and informed use of sources <p>Coherence, reasoning, reflection</p> <ul style="list-style-type: none"> • Evidence of critical judgment and clarity of thought • Thoughtfully articulated argument supported by evidence • Evidence of excellent reflective practice <p>Structure and presentation</p> <ul style="list-style-type: none"> • Excellent structure and presentation with clear writing style.
2.1	<p>65 – 69 The work examined is very good and is evidence of the knowledge, understanding</p>

and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.

Knowledge and understanding

- Good understanding of facts and concepts
- Substantive use of sources

Coherence, reasoning, reflection

- Substantive analysis showing critical thinking
- Coherent argument supported by evidence
- Evidence of very good reflective practice

Structure and presentation

- Original structure, good presentation and writing style
-

60 – 64 The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Secure understanding of relevant material
- Good use of sources

Coherence, reasoning, reflection

- Evidence of critical thinking
- Argument consistently supported by evidence
- Evidence of good reflective practice

Structure and presentation

- Clear structure, presentation and writing style
-

2.2

55 – 59 The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Sound understanding
- Adequate use of sources

Coherence, reasoning, reflection

- More descriptive than analytical
- Limited development of argument that is not consistently supported
- The evidence of reflective practice is adequate but not always persuasive

Structure and presentation

- Awkward structure, adequate presentation, occasionally clumsy writing style
-

50 – 54 The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.

Knowledge and understanding

- Limited understanding
- Range of sources is adequate but not always effectively used

Coherence, reasoning, reflection

- Mostly descriptive with limited critical or analytical engagement
- Argument is undeveloped and supporting evidence inconsistent
- The evidence for reflective practice is patchy and unpersuasive

Structure and presentation

- Structure is inconsistent, there are some presentational flaws and lack of attention to writing style
-

3

45 – 49 The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Basic understanding
- Limited use of sources

Coherence, reasoning, reflection

- Mostly descriptive with little critical evaluation
- Argument poorly set out with little supporting evidence
- The evidence of reflective practice is occasional unsound and lacks authenticity

Structure and presentation

- Structure lacks clarity and there are grammatical and spelling flaws
-

40 – 44 The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Some general understanding
- Few relevant sources that are poorly used

Coherence, reasoning, reflection

- Almost entirely descriptive and with some inaccuracies
- Poor argument with little supporting evidence
- The evidence of reflective practice is barely adequate

Structure and presentation

- Poor structure and vocabulary, a number of grammatical and spelling flaws
-

F

35 - 39 The work examined narrowly fails to provide sufficient evidence of the knowledge,

understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Some poor and mistaken understanding
- Sparse use of sources

Coherence, reasoning, reflection

- Lack of clarity, and inaccuracies
- Very little argument with minimal supporting evidence
- There is inadequate evidence of reflective practice

Structure and presentation

- Disorganised and unclear; poor spelling and grammar
-

30 – 34 The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Incomplete and unsystematic understanding
- Inadequate use of sources

Coherence, reasoning, reflection

- Meaning often unclear
- Minimal argument unsupported by evidence
- The evidence of reflective practice is inadequate and suggests a lack of understanding

Structure and presentation

- Disorganised and confused with multitude of flaws.
-

10 – 29 The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- Negligible understanding
- Inaccurate and/or inappropriate use of sources

Coherence, reasoning, reflection

- No evidence of critical thinking
- Incoherent argument
- There is no persuasive evidence of reflective practice

Structure and presentation

- No evidence of structure, unacceptable level of presentation and writing style.
-

0 – 9 The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

Knowledge and understanding

- No understanding is evident
- No references to sources

Coherence, reasoning, reflection

- No argument is offered
- No evidence of reflective practice is offered

Structure and presentation

- Unacceptably brief with insufficient evidence for writing style or structure
-

APPENDIX 2: Syllabus

There are no non-compensatable modules.

At least 10 credits to be chosen from either of the lists below:

AT LEVEL 5:

- L5-10 Integrative Learning for Collaborative Practice
- L5-20 Extended Integrative Learning for Collaborative Practice
- L5-10 Developing Theological Reflection
- L5-20 Developing Ministry and Mission in Context
- L5-20 Developing Ministry and Worship in Context
- L5-20 Corporate Engagement with Context A
- L5-20 Corporate Engagement with Context B
- L5-10 Reflective Practice in Context (Short)
- L5-20 Reflective Practice in Context (Long)

AT LEVEL 6:

- L6-10 Integrative Learning for Collaborative Practice
- L6-20 Extended Integrative Learning for Collaborative practice
- L6-10 Chaplaincy and Contemporary Christian Mission
- L6-20 Denominational Ministry
- L6-20 Pastoral Supervision
- L6-20 Research Methods for Practical Theology
- L6-10 Further Reflective Practice in Context (Short)
- L6-20 Further Reflective Practice in Context (Long)
- L6-20 Corporate Engagement with Context B
- L6-20 Reflective Practice in an Ecumenical Context

Other modules to be chosen to achieve a total of 120 credits, with a minimum of 80 credits at level 6. Modules may be chosen from the list of level 6 modules (below) and any other level 4 or level 5 modules (listed in the Programme Specification for the BA in Theology, Ministry and Mission).

APPENDIX 3: Full List of Level 6 Modules

BIBLICAL STUDIES

1	Further Biblical Studies	20
2	Further Old Testament Studies	20
3	Further New Testament Studies	20
4	Further New Testament Text Study in Context	10
5	Further Old Testament Text Study in Context	10
6	Issues in Biblical Theology	20
7	Biblical Theology in Context	10
8	Context and Bible	10
9	Advanced New Testament Greek	10
10	Advanced Biblical Hebrew	10

CHRISTIAN DOCTRINE, HISTORY AND ETHICS

11	Christian Doctrine in Context	20
12	Christian Doctrine in Focus	20
13	Sacramental Theology and Ministry	20
14	Methods in Modern Theology	20
15	Modern Thought and Theology	20
16	Philosophical Theology	20
17	Church History in Focus	20
18	Theologies of the Majority World	10
19	A Key Christian Figure	10
20	Key Issues in Christian Faith and Ethical Living	10
21	Christian Faith and Ethical Living	20

DISCIPLESHIP, LEADERSHIP AND THE LEARNING CHURCH

22	Leadership & Theology for Ministry & Mission	20
23	Conflict Transformation in the Church	10
24	Adult Education and the Learning Church	20

INTERDISCIPLINARY, INTEGRATIVE AND INDEPENDENT LEARNING

25	Environmental Theology	10
26	The Creative Arts and Christian Ministry and Mission	10
27	Common Good in Christianity and Islam	10
28	Islam and Christian-Muslim Engagement	10
29	Scriptures and Spiritualities beyond Boundaries	10
30	Theological Perspectives: Christian Ministry	20
31	Theological Perspectives: Business and Ethics	20

32	Theological Perspectives: Community Development	20
33	Theological Perspectives: Education	20
34	Theological Perspectives: Healthcare	20
35	Theological Perspectives: Mental Health	20
36	Integrative Learning for Collaborative Practice	10
37	Extended Integrative Learning for Collaborative Practice	20
38	Independent Learning Project	10
39	Independent Learning Project	20
40	Extended Project in Theology, Ministry and Mission	40
41	Dissertation in Theology, Ministry and Mission	40

MINISTRY, MISSION AND THE CHURCH

42	Denominational Ministry	20
43	Preparing for Public Ministry	10
44	Denominational History and Principles	20
45	Preaching	10
46	Preaching in the Contemporary World	20
47	Chaplaincy and Contemporary Christian Mission	10
48	Mission & Apologetics in Contemporary Culture	20
49	Justice, Environment and Mission in Global Context	20
50	Missional Theology in Global Context	20
51	Anthropology and Christian Mission	20
52	Community Transformation	20
53	Reflective Practice: Chaplaincy	20

REFLECTIVE PRACTICE AND PASTORAL CARE

54	Further Reflective Practice in Context (Short)	10
55	Further Reflective Practice in Context (Long)	20
56	Reflective Practice in an Ecumenical Context	20
57	Corporate Engagement with Context B	20
58	Issues in Pastoral Ministry	10
59	Christian Theology, Ritual and Pastoral Care	20
60	Pastoral Psychology	10
61	Pastoral Supervision	20
62	Research Methods for Practical Theology	20

SPIRITUALITY AND WORSHIP

63	Texts and Traditions in Christian Spirituality	20
64	Specialist Themes in Christian Worship	20

VOCATIONAL AND PROFESSIONAL DEVELOPMENT

65	Reflective Practice: Spirituality and Ministry	20
66	Reflective Practice: Leadership and Collaboration	20
67	Reflective Practice: Christian Worship	20
68	Reflective Practice: Mission and Evangelism	20
69	Reflective Practice: Inhabiting Public Ministry	20
70	Reflective Practice: Law and the Public Minister	20
71	Reflective Practice: Mission and Ministry in Rural Contexts	20
72	Reflective Practice: Relationships and Emotional Management in Ministry	20
73	Reflective Practice: Ministry and Mission with Children and Families	20
74	Reflective Practice: Ministry and Mission with Young People	20
75	Reflective Practice: Working with Young People and Children in Formal Education	20
76	Theological Perspectives: Youth and Community Work	20

APPENDIX 4: Mapping of Modules against Graduate Diploma Learning Outcomes

	SSK 1	SSK 2	SSS 1	SSS 2	KS 1	KS 2	KS 3	KS 4
BIBLICAL STUDIES								
1. Further Biblical Studies		✓	✓		✓	✓		
2. Further Old Testament Studies		✓	✓		✓	✓		
3. Further New Testament Studies		✓	✓		✓	✓		
4. Further New Testament Text Study in Context		✓		✓	✓			
5. Further Old Testament Text Study in Context		✓		✓	✓			
6. Issues in Biblical Theology		✓	✓	✓	✓	✓		
7. Biblical Theology in Context		✓	✓	✓	✓	✓		
8. Context and Bible		✓	✓		✓	✓		
9. Advanced New Testament Greek		✓			✓	✓		
10. Advanced Biblical Hebrew		✓			✓	✓		
CHRISTIAN DOCTRINE, HISTORY AND ETHICS								
11. Christian Doctrine in Context		✓		✓	✓	✓		
12. Christian Doctrine in Focus		✓		✓	✓	✓		
13. Sacramental Theology and Ministry		✓	✓	✓	✓	✓		
14. Methods in Modern Theology		✓		✓	✓	✓		
15. Modern Thought and Theology		✓		✓	✓	✓		
16. Philosophical Theology		✓		✓	✓	✓		
17. Church History in Focus		✓		✓	✓	✓		
18. Theologies of the Majority World		✓		✓	✓	✓		
19. A Key Christian Figure		✓		✓	✓	✓		
20. Key Issues in Christian Faith and Ethical Living		✓		✓	✓	✓		
21. Christian Faith and Ethical Living		✓		✓	✓	✓		
DISCIPLESHIP, LEADERSHIP AND THE LEARNING CHURCH								
22. Leadership & Theology for Ministry & Mission		✓		✓			✓	✓
23. Conflict Transformation in the Church		✓		✓	✓	✓		✓
24. Adult Education and the Learning Church		✓		✓	✓		✓	✓

INTERDISCIPLINARY, INTEGRATIVE AND INDEPENDENT LEARNING								
25. Environmental Theology		✓		✓	✓	✓		
26. The Creative Arts and Christian Ministry and Mission		✓		✓	✓	✓		
27. Common Good in Christianity and Islam		✓	✓	✓	✓	✓		
28. Islam and Christian-Muslim Engagement		✓		✓	✓	✓		
29. Scriptures and Spiritualities beyond Boundaries		✓		✓	✓	✓		
30. Theological Perspectives: Christian Ministry	✓	✓	✓	✓	✓	✓		✓
31. Theological Perspectives: Business and Ethics	✓	✓	✓	✓	✓	✓		✓
32. Theological Perspectives: Community Development	✓	✓	✓	✓	✓	✓		✓
33. Theological Perspectives: Education	✓	✓	✓	✓	✓	✓		✓
34. Theological Perspectives: Healthcare	✓	✓	✓	✓	✓	✓		✓
35. Theological Perspectives: Mental Health	✓	✓	✓	✓	✓	✓		✓
36. Integrative Learning for Collaborative Practice	✓		✓	✓	✓	✓	✓	✓
37. Extended Integrative Learning for Collaborative Practice	✓		✓	✓	✓	✓	✓	✓
38. Independent Learning Project (10 credits)		✓			✓	✓	✓	
39. Independent Learning Project (20 credits)		✓			✓	✓	✓	
40. Extended Project in Theology, Ministry and Mission		✓		✓	✓	✓	✓	
41. Dissertation in Theology, Ministry and Mission		✓			✓	✓	✓	
MINISTRY, MISSION AND THE CHURCH								
42. Denominational Ministry		✓	✓	✓	✓	✓		✓
43. Preparing for Public Ministry		✓		✓				✓
44. Denominational History and Principles		✓		✓	✓	✓		
45. Preaching		✓	✓		✓	✓		✓
46. Preaching in the Contemporary World		✓	✓		✓	✓		✓
47. Chaplaincy and Contemporary Christian Mission	✓	✓		✓				✓
48. Mission & Apologetics in Contemporary Culture		✓	✓	✓	✓	✓		
49. Justice, Environment and Mission in Global Context		✓	✓	✓	✓	✓		
50. Missional Theology in Global Context		✓	✓	✓	✓	✓		
51. Anthropology and Christian Mission		✓		✓	✓	✓		
52. Community Transformation		✓		✓			✓	✓

53. Reflective Practice: Chaplaincy		✓		✓	✓	✓		✓
REFLECTIVE PRACTICE AND PASTORAL CARE								
54. Further Reflective Practice in Context (Short)	✓		✓	✓			✓	✓
55. Further Reflective Practice in Context (Long)	✓		✓	✓			✓	✓
56. Reflective Practice in an Ecumenical Context	✓		✓	✓			✓	✓
57. Corporate Engagement with Context B	✓		✓	✓			✓	✓
58. Issues in Pastoral Ministry		✓	✓	✓	✓	✓		✓
59. Christian Theology, Pastoral Care and Ritual		✓		✓		✓		✓
60. Pastoral Psychology		✓		✓		✓		✓
61. Pastoral Supervision	✓	✓		✓		✓		✓
62. Research Methods for Practical Theology	✓	✓		✓	✓	✓	✓	
SPIRITUALITY AND WORSHIP								
63. Texts and Traditions in Christian Spirituality		✓	✓		✓	✓		✓
64. Specialist Themes in Christian Worship		✓	✓	✓	✓			
VOCATIONAL AND PROFESSIONAL DEVELOPMENT								
65. Reflective Practice: Spirituality and Ministry	✓	✓	✓	✓	✓	✓		✓
66. Reflective Practice: Leadership & Collaboration	✓		✓	✓	✓	✓		✓
67. Reflective Practice: Christian Worship	✓	✓	✓	✓	✓		✓	✓
68. Reflective Practice: Mission and Evangelism	✓	✓	✓	✓	✓	✓		
69. Reflective Practice: Inhabiting Public Ministry	✓	✓		✓	✓	✓		✓
70. Reflective Practice: Law and the Public Minister	✓	✓		✓	✓	✓		✓
71. Reflective Practice: Mission and Ministry in Rural Contexts		✓		✓	✓	✓		✓
72. Reflective Practice: Relationships and Emotional Management in Ministry		✓		✓	✓	✓		✓
73. Reflective Practice: Ministry and Mission with Children and Families	✓			✓	✓	✓		✓
74. Reflective Practice: Ministry and Mission with Young People	✓			✓	✓	✓		✓
75. Reflective Practice: Working with Young People and Children in Formal Education	✓			✓	✓	✓		✓
76. Theological Perspectives: Youth and Community Work	✓	✓		✓	✓	✓		✓

APPENDIX 5: Module Pre- and Co-Requisites

Please see note in Section 12 regarding pre-requisites.

There are no co-requisites. The following are excluded combinations:

Module	Excluded Combinations
Further Biblical Studies	Further Old Testament Studies Further New Testament Studies
Further Old Testament Studies	Further Biblical Studies
Further New Testament Studies	Further Biblical Studies
Issues in Biblical Theology	Level 7 Issues in Biblical Theology
Sacramental Theology and Ministry	Level 5 Sacramental Theology and Ministry Level 5 Church and Sacrament
Key Issues in Christian Faith and Ethical Living	Level 6 Christian Faith and Ethical Living
Christian Faith and Ethical Living	Level 6 Key Issues in Christian Faith and Ethical Living Level 5 Christian Faith and Ethical Living
Leadership & Theology for Ministry & Mission	Level 5 Leadership & Theology for Ministry & Mission
Environmental Theology	Level 6 Justice, Environment and Mission in Global Context
Islam and Christian-Muslim Engagement	Level 5 Islam and Christian-Muslim Engagement
Extended Project in Theology, Ministry and Mission	Dissertation in Theology, Ministry and Mission
Dissertation in Theology, Ministry and Mission	Extended Project in Theology, Ministry and Mission
Preparing for Public Ministry	Level 5 Preparing for Public Ministry
Denominational History and Principles	Level 5 Denominational History and Principles
Preaching	Level 6 Preaching in the Contemporary World
Preaching in the Contemporary World	Level 6 Preaching
Chaplaincy and Contemporary Christian Mission	Reflective Practice: Chaplaincy
Mission & Apologetics in Contemporary Culture	Level 5 Mission & Apologetics in Contemporary Culture
Justice, Environment & Mission in Global Context	Level 6 Environmental Theology

Module	Excluded Combinations
Missional Theology in Global Context	Level 5 Missional Theology in Global Context
Corporate Engagement with Context B	Level 5 Corporate Engagement with Context B
Reflective Practice: Chaplaincy	Chaplaincy and Contemporary Christian Mission
Christian Theology, Ritual and Pastoral Care	Level 5 Christian Theology, Ritual and Pastoral Care
Texts and Traditions in Christian Spirituality	Level 5 Texts and Traditions in Christian Spirituality