

Postgraduate Programme Specification



1 Programme Specification

1. Overview/Factual information

Programme/award title(s)	<p>PG Cert in <i>Missiology</i> (60 CAT Points)</p> <p>PG Dip in <i>Missiology</i> (120 CAT Points)</p> <p>PG Dip in <i>Transformational Development</i> (120 CAT Points)</p> <p>PG Dip in <i>Intercultural Leadership</i> (120 CAT Points)</p> <p>PG Dip in <i>Contextual Theology</i> (120 CAT Points)</p> <p>PG Dip in <i>Staff Care and Wellbeing</i> (120 CAT Points)</p> <p>PG Dip in <i>Church, Mission and World Christianity</i> (120 CAT Points)</p> <p>PG Dip in <i>Diaspora and Intercultural Church</i> (120 CAT Points)</p> <p>PG Dip in <i>Arts and Intercultural Worship</i> (120 CAT Points)</p> <p>MA in <i>Missiology</i> (180 CAT Points)</p> <p>MA in <i>Transformational Development</i> (180 CAT Points)</p> <p>MA in <i>Intercultural Leadership</i> (180 CAT Points)</p> <p>MTh in <i>Contextual Theology</i> (180 CAT Points)</p> <p>MA in <i>Staff Care and Wellbeing</i> (180 CAT Points)</p> <p>MA in <i>Church, Mission and World Christianity</i> (180 CAT Points)</p> <p>MA in <i>Diaspora and Intercultural Church</i> (180 CAT Points)</p> <p>MA in <i>Arts and Intercultural Worship</i> (180 CAT Points)</p>
Teaching Institution	All Nations Christian College
Awarding Institution	The Open University (OU)
Date of first OU validation	1992
Date of latest OU (re)validation	April 2023
Next revalidation	April 2028
Credit points for the award	60-180
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	<ul style="list-style-type: none"> • QAA UK Quality Code for Higher Education (2018) • Frameworks for Higher Education Qualifications (October 2014) • Higher Education Credit Framework for England (May 2021) • QAA subject benchmark statement for Theology and Religious Studies (March 2022); SEEC Level Descriptors (2021) • QAA subject benchmark statement for Counselling and psychotherapy (2022) • QAA Art and Design (2019) • Librarianship, Information, Knowledge, Records and Archives Management (Dec 2019)

Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • RCUK Policy and Guidelines on Governance of Good Research Conduct (updated 2017) • Open University Handbook for Validated Awards 2022-23
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT, FT, FDL
Duration of the programme for each mode of study	MA/MTh Full time: 11 months (All awards) MA / MTh Part-time: 2 years (All awards) MA /MTh FDL: 3 years (All awards) MA /MTh FDL: 4 years (All awards)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2025

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

All Nations is an independent mission training institution that enjoys fellowship with Christian groups around the world, but has no formal sponsoring links to any churches, denominations, missions or organisations. The College's overall educational aim is to provide training up to postgraduate level for Christian cross and intercultural mission and ministry.

The overall educational aim of the postgraduate programme is to enable students to attain a deeper understanding of the range of issues within the discipline of mission studies - its biblical, theological, historical, cultural and religious dimensions. The student is expected to gain a wide grasp of current thinking, trends and developments in global Christianity and sharpen their missiological understanding of the Bible.

The programme is designed for those who already have a qualification in theological education and/or experience in cross and intercultural ministry. It is particularly suitable for those who wish to go to a deeper level in their training by exploring specific themes e.g. contextual theology,

leadership, community development work, the global church, staff care and wellbeing, the arts and intercultural ministry. A participant's current or future service is likely to involve either senior leadership in mission or teaching mission studies or related themes.

The programme's overall aims are to:

- . develop students' knowledge, understanding and practical skills for contemporary Christian Mission
- . develop students' critical, analytical, and interpretative skills
- . develop students' presentation and communication skills
- . enable students to become reflective practitioners and lifelong learners
- . equip students to apply research skills to contemporary contexts
- . enable students to become credible and effective leaders engaged in Christian Mission in the contemporary world

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The **Postgraduate Certificate** (60 CAT) consists of three modules amounting to 60 credits. For this award, the core modules of M1 and M2 are required totalling 40 credits. Students can then choose one module from the M3 to M29 electives for the additional 20 credits. Progression from the PG Cert to the PG Dip is dependent on successful completion of the 60 CAT PG Cert modules.

The **Postgraduate Diploma** in any award (120 CAT) consists of three core modules (60 CAT) plus 40 CAT of elective modules within the relevant award area plus EITHER the M29 Independent study module (20 CAT) on a topic relevant to the award, OR the M30 Research in Mission: Strategies (20 CAT) module. Progression from the PG Dip to the Masters is dependent on successful completion of all the 120 CAT of PG Dip Modules.

The **MA and MTh** (180 credits) consists of 60 CAT of core modules (M1, M2 and M3), 40 CAT of elective modules in the specific award area, plus M30 *Research in Mission: Strategies* (20 credits), and either M31 *Research in Mission: Dissertation* (all awards) or M32 *Research in Mission: Practice-based project* (option for those doing *Church, Mission and World Christianity, Diaspora and Intercultural Church*, and *Arts and Intercultural Worship*). All research modules (M30, 31 and 32) must be on a topic relating to the specific award area.

Study modes for all awards include reading, participation in lectures and seminars, class presentations and written assignments.

Delivery modes for all awards

All awards can be taken on campus or remotely at a distance as Flexible Distributed learners (FDL). Studies can be taken full or part time (2 to 4 years), with most RALs completing their MA/MTh studies over a period of 3 to 4 years. Both CAL and RAL learners study together using integrated, technology enhanced learning, including video-conferencing for lectures and seminars. Teaching takes place either on a weekly basis or in intensive blocks.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Students are able to register for all awards (PG Cert, PG Dip or MA / MTh). There are, therefore, no awards that are solely exit awards.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 7</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
M1: HOLISTIC LEARNING FOUNDATIONS	10	M4: Community Transformation: Principles & Practices	20	N/A	Terms 1-3
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30	M5: Community Transformation: Planning, design and management	20		
M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION (not core for PG Cert)	20	M6: Leading Across Cultures	20		
		M7: Mission Strategy	20		
		M8: Contextual Theology: Methods & Models	20		
		M9: Contextual Theology: Contemporary Issues	20		
		M10: Staff Care & Wellbeing: Principles & Processes	20		
		M11: Staff Care & Wellbeing: Issues & Application	20		
		M12: Contextual Engagement with Islam	20		
		M13: Mission in Europe: Context and Practice	20		
		M14: Creation Care & Christian Mission	20		

	M15: Vulnerable Children: Biblical and Theological perspectives	20		
	M16: Expressions of Church Worldwide	20		
	M17: Migration, Diaspora and Church	20		
	M18: Intercultural Worship	20		
	M19: Arts in Mission and Ministry	20		
	M29: Independent Study Module	20		
	M30: Research in Mission: Strategies	20		
	M31: Research in Mission: Dissertation	60		
	M32: Research in Mission: Practice-based project	60		

<u>Programme Structure – PG certificate (Total 60 CAT)</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Term runs in
M1: HOLISTIC LEARNING FOUNDATIONS	10	M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION OR One 20 CAT elective module from M4 – M29	20	N/A	1
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30				1&2
					1
			20		2 & 3

PG Certificate Award available:

PG Certificate in *Missiology*

Programme Structure – PG Diploma (120 CAT)					
Compulsory modules	Credit points	Optional (elective) Modules for specific award (40 CAT)	Credit points	Is module compensatable?	Semester runs in
M1: HOLISTIC LEARNING FOUNDATIONS	10	Any 2 modules from M4 to M29 (<i>Missiology</i>)	40	N/A	Terms 1-3
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30	M4 & M5 (<i>Transformational Development</i>)	40		
M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 & M7 (<i>Intercultural Leadership</i>)	40		
		M8 & M9 (<i>Contextual Theology</i>)	40		
M29: Independent Study Module OR M30: Research in Mission: Strategies (in award area)	20	M10 & M11 (<i>Staff Care & Wellbeing</i>)	40		
		M16 & M18 or M12 or M13 or M9 (<i>Church, Mission and World Christianity</i>)	40		
		M17 & M6 or M13 or M18 (<i>Diaspora & Intercultural Church</i>)	40		
		M18 & M19 (<i>Arts and Intercultural Worship</i>)	40		

PG Diploma Awards available:

PG Dip in *Missiology* (120 CAT Points)
PG Dip in *Transformational Development* (120 CAT Points)
PG Dip in *Intercultural Leadership* (120 CAT Points)
PG Dip in *Contextual Theology* (120 CAT Points)
PG Dip in *Staff Care and Wellbeing* (120 CAT Points)
PG Dip in *Church, Mission and World Christianity* (120 CAT Points)
PG Dip in *Diaspora and Intercultural Church* (120 CAT Points)
PG Dip in *Arts and Intercultural Worship* (120 CAT Points)

Programme Structure – MA /MTh (180 CAT)					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
M1: HOLISTIC LEARNING FOUNDATIONS	10	Any 2 modules from M4 to M29 (<i>Missiology</i>)	40	N/A	Terms 1-3
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30	M4 & M5 (<i>Transformational Development</i>)	40		
M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 & M7 (<i>Intercultural Leadership</i>)	40		
		M8 & M9 (<i>Contextual Theology</i>)	40		
M30: Research in Mission: Strategies (in award area)	20	M10 & M11 (<i>Staff Care & Wellbeing</i>)	40		
AND		M16 & M18 or M12 or M13 or M9 (<i>Church, Mission and World Christianity</i>)	40		
M31: Research in Mission: Dissertation (in award area)	60	M17 & M6 or M13 or M18 (<i>Diaspora & Intercultural Church</i>)	40		
OR		M18 & M19 (<i>Arts and Intercultural Worship</i>)	40		
M32: Research in Mission: Practice-based Project (in award area)	60				

MA / MTh awards available:

MA in *Missiology* (180 CAT Points)

MA in *Transformational Development* (180 CAT Points)

MA in *Intercultural Leadership* (180 CAT Points)

MTh in *Contextual Theology* (180 CAT Points)

MA in *Staff Care and Wellbeing* (180 CAT Points)

MA in *Church, Mission and World Christianity* (180 CAT Points)

MA in *Diaspora and Intercultural Church* (180 CAT Points)

MA in *Arts and Intercultural Worship* (180 CAT Points)

4. Intended learning outcomes at all levels are listed below:

Learning Outcomes – LEVEL 7	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PG Certificate</p> <p>A1. cultivate deep and systematic understanding of the key debates, theories, ideas, complexities, and arguments in the study of mission, much of which is at, or informed by, the forefront of the discipline</p> <p>A2. facilitate a grasp of the various historical, textual and interpretative approaches, paradigms and perspectives to the study of mission, and its inter-relationship with other relevant disciplines</p> <p>A3. develop awareness of current issues that affect mission in a range of abstract and unpredictably complex cultural and religious contexts and with sensitivity to forms of marginalization and exclusion implicated in them</p> <p>PG Diploma</p> <p>A4. further a systematic and critical awareness of key tensions, current problems and/or new insights in the discipline of mission studies, with opportunity for further breadth and specialist focus</p> <p>MA/MTh</p> <p>A5. develop a comprehensive and critical understanding of appropriate techniques and appreciation of relevant aspects of current research and scholarship in the discipline of mission studies, and where appropriate, to propose new hypotheses</p>	<p>Teaching and Learning:</p> <p>A1-A5</p> <p>Teaching and learning strategies involves a range of approaches including lectures, seminars, on-line lessons, student and tutor-led discussion, presentations, and research (including practice-based research approaches) as well as independent study, including reading and critical engagement with selected documents and texts and other sources, group work, and personal reflection.</p> <p>Assessment:</p> <p>A1-A5</p> <p>A range of assessment approaches are used across the different modules including written assignments, presentations, written reflections, peer interactions / forums, portfolios, extended essay, proposal and dissertation / practice-based project.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PG Certificate</p> <p>B1. able to select and apply advanced principles, concepts, theoretical frameworks and approaches to critically develop systematic responses to existing discourses and methodologies in the interdisciplinary study of mission, including issues of marginalisation and exclusion</p> <p>B2. able to systematically synthesise advanced and specialist information and ideas and formulate and develop innovative proposals to address strategic missional issues or opportunities in unpredictably complex contexts</p> <p>B3. able to systematically, sensitively and critically analyse and evaluate, incomplete and/or contradictory data and evidence, developing effective and advanced methodologies to explain and support conclusions and recommendations in unpredictably complex contexts</p> <p>PG Diploma</p> <p>B4. further the ability to select and adapt appropriate advanced problem-solving strategies, methods and techniques to design systematic investigations that define and critically evaluate tensions and new insights in mission, using specialist information and data in unpredictable and complex contexts</p> <p>MA/MTh</p>	<p>Teaching and Learning: B1-B5</p> <p>Teaching and learning strategies involves a range of approaches including lectures, seminars, on-line lessons, student and tutor-led discussion, presentations, and research (including practice-based research approaches) as well as independent study, including reading and critical engagement with selected documents and texts and other sources, group work, and personal reflection.</p> <p>Assessment: B1-B5</p> <p>A range of assessment approaches are used across the different modules including written assignments, presentations, written reflections, peer interactions / forums, portfolios, extended essay, proposal and dissertation / practice-based project.</p>

3B. Cognitive skills	
B5. exercise independent reflection and judgement in order to analyse and employ advanced techniques of research and enquiry, critically evaluating methodologies whilst creatively applying knowledge in unpredictable and complex contexts to generate new hypotheses and transformative solutions as appropriate	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PG Certificate</p> <p>C1. systematically organise information and interpret contexts and events with sensitivity, integrity, and intercultural competency.</p> <p>C2. communicate advanced/complex information and core convictions and values with clarity and confidence, adapting performance for specialist and non-specialist audiences appropriately, effectively and sensitively.</p> <p>C3. work effectively and proactively with individuals and teams (as member or leader) from diverse cultural contexts, demonstrating effective interpersonal, team and networking skills and working in a disciplined, ethical and professional manner to formulate and implement solutions</p> <p>C4. learn to operate autonomously in complex and unpredictable learning, work or practice contexts, being accountable for outcomes whilst making sound evaluative judgements based on thorough understanding of contexts and demonstrating sound ethical awareness and practices).</p>	<p>Teaching and Learning: C1-C6</p> <p>Teaching and learning strategies involves a range of approaches including lectures, seminars, on-line lessons, student and tutor-led discussion, presentations, and research (including practice-based research approaches) as well as independent study, including reading and critical engagement with selected documents and texts and other sources, group work, and personal reflection.</p> <p>Assessment: C1-C6</p> <p>A range of assessment approaches are used across the different modules including written assignments, presentations, written reflections, peer interactions / forums, portfolios, extended essay, proposal and dissertation / practice-based project.</p>

3C. Practical and professional skills	
<p>PG Diploma</p> <p>C5. be able to design, develop and evaluate relevant projects and interventions appropriate for increasingly complex and specialised contexts using a range of models and approaches</p> <p>MA/MTh</p> <p>C6. employ advanced skills in conducting research whilst learning to develop self-direction and originality in addressing and solving complex problems for the given context(s) and contributing to relevant professional and/or academic communities as appropriate.</p>	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PG Certificate</p> <p>D1. develop the capacity to be reflective practitioners, showing reflexivity with regard to one's own (and others') performance with particular respect for intercultural dynamics and issues of marginalization and exclusion.</p> <p>D2. develop life-long learning skills, including a capacity for self-directed, networked learning and continuing professional development</p> <p>D3. develop digital competence in relation to the effective use of information and communication technologies to manage the opportunities and challenges of learning and research within digital environment in confident and ethical manner.</p>	<p>Teaching, Learning and Assessment:</p> <p>D1-D5</p> <p>These are incorporated within the postgraduate degree as a whole and within individual modules as appropriate. Students are encouraged to develop and apply their discipline-specific intellectual, professional and practical skills in appropriate ways to a range of contexts.</p>

3D. Key/transferable skills	
<p>PG Diploma</p> <p>D4. further self-critical and evaluative skills with regard to learning, personal and professional performance, making connections between known and unknown areas to enable contextual applications with increasing specialism and/or breadth.</p> <p>MA/MTh</p> <p>D5. demonstrate an independent critical approach to issues, including critical awareness of one's own belief and commitments, and an advanced awareness of ethical and professional values and codes of conduct, particularly in relation to conducting research.</p>	

5. Curriculum map

This table indicates which study units assume responsibility for delivering and assessing (x) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																	
		A1	A2	A3	A4	A5					B1	B2	B3	B4	B5					C1	C2	C3	C4	C5	C6				D1	D2	D3	D4	D5	D6	
7	M1: HOLISTIC LEARNING FOUNDATIONS	X	X	X								X	X		X					X	X	X	X						X	X	X	X			
	M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	X	X		X	X					X		X	X	X					X			X		X				X		X	X	X		
	M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	X	X	X	X						X	X	X	X	X					X	X		X		X				X	X	X	X			
	M4: Community Transformation: Principles and practices	X	X	X	X						X	X		X						X	X	X	X	X					X				X		
	M5: Community Transformation: Planning, design and management	X		X		X						X		X	X					X		X		X					X			X	X		
	M6: Leading across cultures	X	X	X	X						X		X		X					X	X	X	X						X			X			
	M7: Mission Strategy	X	X	X	X	X					X	X	X	X						X	X	X	X	X	X				X	X			X		
	M8: Contextual Theology: Methods & Models	X	X	X	X						X	X	X							X	X				X				X			X		X	
	M9: Contextual Theology: Contemporary Issues	X	X	X							X	X		X						X	X				X				X			X		X	
	M10: Staff Care & Wellbeing: Principles & Processes	X	X		X	X					X	X	X	X	X					X	X	X	X	X	X				X	X		X	X		
	M11: Staff Care & Wellbeing: Issues & Application	X	X	X	X						X	X	X	X						X			X	X					X	X		X	X		
	M12: Contextual Engagement with Islam	X	X	X							X	X	X							X	X			X					X	X		X			
	M13: Mission in Europe: Context and Practice	X	X	X	X						X	X	X							X	X		X	X					X	X	X	X			
	M14: Creation Care & Christian Mission	X		X		X						X		X							X			X					X			X			
	M15: Vulnerable Children: Biblical and Theological Perspectives	X	X	X	X						X	X	X	X						X	X	X							X	X	X	X			

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5					B1	B2	B3	B4	B5					C1	C2	C3	C4	C5	C6				D1	D2	D3	D4	D5	D6
	M16: Expressions of Church Worldwide	X	X	X	X						X	X		X						X	X			X					X	X			X	
	M17: Migration, Diaspora and Church	X		X	X						X	X	X		X					X	X	X		X					X	X			X	
	M18: Intercultural Worship	X	X	X	X	X					X	X	X	X						X	X	X	X	X					X	X	X	X	X	
	M19: Arts in Mission and Ministry	X	X	X	X	X					X	X	X	X						X	X	X	X	X					X	X	X	X	X	
	M29: Independent Study Module	X	X	X	X	X					X	X	X	X	X					X	X		X		X				X	X	X	X	X	X
	M30: Research in Mission: Strategies		X	X		X						X	X							X	X		X	X					X	X	X	X	X	
	M31: Research in Mission: Dissertation	X	X	X	X	X					X	X	X	X	X	X				X	X	X	X	X	X				X	X	X	X	X	X
	M32: Research in Mission: Practice-based project	X	X	X	X	X					X	X	X	X	X					X	X	X	X	X	X				X	X	X	X	X	X