

Undergraduate Programme Specification 2024-25



1 Programme Specification

1.1 Overview/Factual Information

Programme/award title(s)	BA (Hons) in Biblical and Intercultural Studies
Teaching Institution	All Nations Christian College
Awarding Institution	The Open University (OU)
Date of first OU validation	1994
Date of latest OU (re)validation	2022
Next revalidation	2027
Credit points for the award	Certificate of Higher Education (CertHE) – 120; Diploma of Higher Education (DipHE) – 240; Bachelor of Arts (BA Hons) – 360
UCAS Code	N/A
HECoS Code	100794
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Theology and Religious Studies (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA FHEQ (2014) QAA Higher Education Credit Framework (2021) QAA The UK Quality Code for Higher Education (2018) SEEC Credit Level Descriptors (2021)
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, FDL, Mix of FDL & Face-to-Face) Apprenticeship	Face-to-Face on campus or by remote access or by a mixture of both) FT/PT/FDL
Duration of the programme for each mode of study	CertHE – 1 year (FT), 2-years (PT) DipHE – 2 years (FT), 4 years (PT); BA (Hons) – 2 or 3 years (FT), 4 or 6 years (PT). All programmes can be accessed on campus or remotely.
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2022

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 they take 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 relevant module guide and the Undergraduate Programme 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.

1.2 Educational aims and objectives

Certificate of Higher Education (CertHE)

The CertHE programme aims to provide students with a foundational, holistic preparation for vocational ministry in Christian mission. By introducing students to foundational knowledge and methods, the CertHE is designed to enable students to prepare, to an extent appropriate for level 4, for effective cross-cultural ministry.

The educational aim of all the undergraduate programmes at All Nations is to equip people for effective cross-cultural ministry. The foundation for this is spiritual maturity and personal development which is achieved through deeper biblical and theological understanding, enhanced cross-cultural engagement and the development of relevant ministry and practical skills. These educational aims may be listed thus:

- a. Spiritual maturity and personal development
- b. Deeper biblical and theological understanding
- c. Reflective cross-cultural engagement
- d. Relevant ministry and practical skills

The Certificate of Higher Education programme at All Nations is distinctive in that mission is at the heart of its holistic approach to learning, vocational training and understanding of the Christian faith in different contexts. In particular, the programme has an ethos that promotes learning that is praxis focused in which students learn through participation and engagement within a learning community.

Diploma of Higher Education (DipHE)

The Diploma of Higher Education programme aims to provide students with a holistic preparation for vocational ministry in Christian mission. By developing the students' ability to evaluate, understand and apply skills in other cultural contexts, the DipHE is designed to enable students to prepare, to an extent appropriate for level 5, for effective cross-cultural ministry.

The educational aim of all the undergraduate programmes at All Nations is to equip people for effective cross-cultural ministry. The foundation for this is spiritual maturity and personal development which is achieved through a deeper biblical and theological understanding, enhanced cross-cultural engagement, and the development of relevant ministry and practical skills. These education aims may be listed thus:

- a. Spiritual maturity and personal development
- b. Deeper biblical and theological understanding
- c. Reflective cross-cultural engagement
- d. Relevant ministry and practical skills

The DipHE programme at All Nations is distinctive in that mission is at the heart of its holistic approach to learning, vocational training and understanding of the Christian faith in different contexts. In particular, the programme has an ethos that promotes learning that is praxis focused in which students learn through participation and engagement within a learning community.

Bachelor of Arts (BA Hons)

The BA (Hons) programme aims to provide students with a holistic preparation as effective reflective practitioners in Christian mission. By developing the students' communication skills and their ability to analyse, evaluate, design and apply suitable approaches for diverse cultural contexts, the BA programme is designed to enable students to achieve, to an extent appropriate for level 6, the educational aims of the undergraduate programmes at All Nations. The foundation for this is spiritual maturity and personal development which is achieved through a deeper biblical and theological understanding, enhanced cross-cultural engagement, and the development of relevant ministry and practical skills. These education aims may be listed thus:

- a. Spiritual maturity and personal development
- b. Deeper biblical and theological understanding
- c. Reflective cross-cultural engagement
- d. Relevant ministry and practical skills

The BA (Hons) programme at All Nations is distinctive in that mission is at the heart of its holistic approach to learning, vocational training and understanding of the Christian faith in different contexts. In particular, the programme has an ethos that promotes learning that is praxis focused in which students learn through participation and engagement within a learning community.

Academic Aspects of Teaching and Learning

Through the course of the programme, the teaching and learning objectives are designed to give students increased ability in critical awareness of academic texts and theories in core and elective modules. This is reflected in all the four educational aims: a) spiritual maturity and personal development, b) deeper biblical and theological understanding, c) reflective cross-cultural engagement through theory and practice, and d) relevant ministry and practical skills.

In terms of formal learning in the classroom, we aim to develop: detailed knowledge, research skills and writing skills; critical and analytical thinking and learning how to apply theological and missiological perspectives. In terms of non-formal learning, we aim to create an environment where students can build upon skills developed in the classroom through wider activities such as tutor groups and community worship and in their practical ministry placements - especially in the area of the presentation and application of their own ideas and theories to real-life situations.

Specific topics are also taught in both formal and non-formal settings. For example, worship is taught formally in the level 4 *THEOLOGY, HISTORY AND MISSION* module (core modules are printed in capital letters) through the study of the history of worship and the relationship of liturgy to theology. In the level 5 arts module on *Multicultural Worship* and in the level 6 module on *Music and Global Worship*, they also cover various topics on aspects of Christian worship. However, worship is also taught practically through other means. For example, students could be leading worship for large groups like the weekly College community gathering and the Sunday evening worship or in small groups like Tutor Group. They are also involved in worship in their practical ministry placements.

The church history elements of mission are distributed throughout the programme. For example, there are Case Studies in level 4 *INTEGRAL MISSION FOUNDATIONS AND PRACTICE* module; the level 4 *THEOLOGY, HISTORY AND MISSION* module also covers historical elements. Level 5 module on *THEOLOGY OF MISSION* considers the inter-relationship between mission studies and specific historical events and contexts from the 1860s to the modern era. In the level 5 regional modules on missional issues, students also study the history of mission and its relationship to the church in specific continents.

(The blending of learning in different settings and the progression of learning through the programme is developed further in the Teaching and Learning Strategy.)

The Aims of Spiritual Formation Process

One of the main aims of the College programme is to facilitate spiritual formation through a process that fosters spiritual maturity and personal development. For the churches and mission agencies who are potential employers of our graduates, the development of these characteristics is considered to be essential for the effective fulfilment of potential work and ministry roles.

The College intentionally promotes spiritual maturity through taught sessions on (1) relevant biblical models and concepts; (2) the introduction and practice of spiritual disciplines which have been passed down through Christian traditions through the centuries, and (3) Christian values and character. The tutorial system provides a mechanism by which the process of increasing spiritual maturity is facilitated, monitored and assessed.

Furthermore, the College aims to facilitate broader personal development by (1) building self-awareness; (2) identification of personal strengths and weaknesses; (3) setting personal development goals and objectives, and (4) establishing specific steps that will be taken to achieve these. This Personal Development Plan (PDP) provides the mechanism by which the process of personal development is facilitated, monitored and assessed.

All tutors receive training in the process of facilitating students' effective progress in both spiritual maturity and personal development. This ensures consistency of assessment across Personal Tutors and with every level.

1.3 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 BA is a nested programme with CertHE and DipHE programmes. Upon completion of the BA programme, students can build on the vocational specialisms (e.g. Bible and Theology, Arts, Peace and Justice Studies, Cross-cultural church ministry) and can progress onto MA (Missiology, Church, Mission & World Christianity, Intercultural Leadership, Transformational Development, Diaspora & Intercultural Church, Staff Care & Wellbeing, Arts & Intercultural Worship) or MTh in Contextual Theology or any other postgraduate studies in the field of Theology and Religious Studies.

1.4 Foundation Degrees

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

N/A

1.5 List of all exit awards

CertHE in *Biblical and Intercultural Studies* (120 Credits)
DipHE in *Biblical and Intercultural Studies* (240 Credits)
BA (Hons) in *Biblical and Intercultural Studies* (360 Credits)

1.6 Programme structure and learning outcomes

1.6.1 <u>Programme Structure - LEVEL 4</u>					
Compulsory Modules (120 credits)	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
4.100 PERSONAL AND SPIRITUAL FORMATION I	10	N/A	N/A	N/A	Terms 1-3
4.101 PRACTICAL MINISTRY I	10				
4.103 INTERPERSONAL SKILLS	10				
4.104 SKILLS FOR MISSION	10				
4.200 OLD TESTAMENT AND MISSION	20				
4.201 NEW TESTAMENT AND MISSION	10				
4.202 THEOLOGY, HISTORY AND MISSION	15				
4.300 INTRODUCTION TO CULTURE AND RELIGION	15				
4.400 INTEGRAL MISSION FOUNDATIONS AND PRACTICE	20				

<u>Part-Time Structure</u>		
The table below assumes that part-time students will complete 60 credits per year with suggested priorities each term indicated (Core modules are mentioned in CAPITAL letters). FDL students can choose to do the programme in full-time or part-time mode.		
	Year 1	Year 2
Term 1	PSF1 OT and MISSION	INTEGRAL MISSION FOUNDATIONS and PRACTICE
Term 2	NT and MISSION	INTRO TO CULTURE & RELIGION INTERPERSONAL SKILLS
Term 3	SKILLS FOR MISSION	THEOLOGY, HISTORY AND MISSION
Whole Year	PRACTICAL MINISTRY I	

1.6.2 Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>A1 have a working knowledge of certain key global issues, underlying theoretical concepts and working principles in the interdisciplinary study of cross-cultural mission.</p> <p>A2 understand the composition and broad elements of the content of the Bible, with a closer exploration of selected texts.</p> <p>A3 be aware of aspects of different cultures and religious traditions (e.g. historical, social, ritual), secular worldviews, new religious movements and important facts and trends in World Christianity, together with their historical and theological precedents.</p> <p>A4 be familiar with the broad lines of established Christian doctrine and practice, as they have developed through the centuries, and as they are debated and applied in familiar and unfamiliar contexts.</p>	<p>Learning and Teaching:</p> <p>A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, videos, reading and engaging with relevant sources, completion of and feedback on assignments.</p> <p>Assessment:</p> <p>A1-4 A wide range of assignments including written work (essays, workbooks, reflective reports and exams), presentations (individual and group) and the presentation of a creative piece.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>B1 be able to identify and apply established principles, concepts, theoretical frameworks and approaches in the interdisciplinary study of mission recognising their relative strengths in familiar and unfamiliar contexts.</p> <p>B2 be able to apply established methods to exegete and engage with a range of issues of interpretation of various texts, biblical and other, with critical use of secondary sources</p> <p>B3 be able to synthesise information and ideas and formulate creative proposals to address established missional issues or opportunities in both familiar and unfamiliar contexts</p> <p>B4 be able to analyse and evaluate the relevance and significance of information and data (both quantitative and qualitative) using established principles, frameworks, criteria and techniques for both familiar and unfamiliar missional contexts.</p>	<p>Learning and Teaching:</p> <p>B1-4 Cognitive skills are developed through lectures, workshops, seminars and group discussion, student-led presentations, case studies, reflective reports and group work.</p> <p>Assessment:</p> <p>B1-4 Cognitive skills are assessed through written and creative assignments, individual or group presentations and examinations.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the programme, students will:</i></p> <p>C1 be able to contribute to the design and development of ministry activities and projects of church/Christian organisations using skills acquired to inform own and/or others' learning, living, working and practice in familiar and unfamiliar cross-cultural contexts.</p> <p>C2 apply learned interpersonal, intercultural team and networking skills to recognise factors that affect team performance in familiar and unfamiliar cross-cultural contexts.</p> <p>C3 be equipped to apply the biblical message in contemporary mission and cultural contexts <u>and</u> be able to live out and communicate the Christian gospel effectively to audiences in familiar and unfamiliar contexts using established methods of contextualised communication with awareness and sensitivity.</p> <p>C4 be able to evaluate and nurture their own personal and spiritual development and capabilities, recognising the importance of self-awareness, pastoral skills and self-leadership.</p>	<p>Learning and Teaching:</p> <p>C1-4 The programme has a strong vocational emphasis. Under supervision, students take placements in the community and local churches and are encouraged to reflect upon their own personal experiences and apply their learning to contemporary situations. Practical courses provide the opportunity to acquire and develop a range of practical skills.</p> <p>C1-4 Community life and worship provide further opportunities to develop ministry skills.</p> <p>C4 A Personal Development Workbook guides the students to reflect upon their own personal and spiritual development and helps them to progress in self-awareness, pastoral skills and self-leadership.</p> <p>Assessment:</p> <p>C1-4 Ministry Placement skills and personal development are assessed through a written reflective report contained within their Placement Workbook in cooperation with their Placement Supervisor.</p> <p>C1-4 Students' team and communication skills will be assessed as part of the core modules, as well as by their Placement Supervisor.</p> <p>C4 Each student completes a formative Personal Development Workbook in consultation with their Personal Tutor.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the programme, students will:</i></p> <p>D1 be able to select, summarise, evaluate and synthesise information, from a wide range of printed and digital resources, and apply that information within familiar and unfamiliar contexts.</p> <p>D2 be able to manage resources and time effectively and ethically, and reflect upon one's strengths and weaknesses as a learner.</p> <p>D3 be able to communicate coherently and effectively in written, oral and visual forms, including developing clear, well-structured and persuasive lines of argument.</p> <p>D4 be able to work collaboratively and ethically as members of a team or group, demonstrating self-awareness, openness, and the ability to engage with, and reflect upon, the ideas and arguments of others, in a way that respects individuals' gifts, skills and perspectives</p>	<p>Learning and Teaching:</p> <p>D1-3 Study skills are promoted formally and informally in taught sessions, self-directed learning and appropriate assignments. Questionnaires are used to facilitate the development of self-awareness.</p> <p>D3-4 Communication skills are central to the presentation of assignments and class seminars. Skills are modelled, promoted and nurtured in speakers' groups, group discussions, preaching, study skills sessions, workshops and peer feedback sessions.</p> <p>Assessment:</p> <p>D1-4 Assignments are assessed not only on their content but also structure, coherence, clarity and presentation.</p> <p>D2 Learner strengths and weaknesses are evaluated with the Personal Tutor on a twice termly basis.</p> <p>D4 Group participation is evaluated with the relevant module tutor.</p>

Exit Award: CertHE in *Biblical and Intercultural Studies*

1.6.3 <u>Programme Structure - LEVEL 5</u>					
Compulsory Modules (80 Credits)	Credit points	Optional Modules (40 Credits)	Credit points	Is module compensatable?	Semester runs in
5.100 PERSONAL AND SPIRITUAL FORMATION II	10	5.203 Hermeneutics and Homiletics	10	N/A	Terms 1-3
5.101 PRACTICAL MINISTRY II	10	5.204 Psalms and Wisdom Literature	10		
5.102 MINISTRY INTERNSHIP	10	5.205 Pauline Literature	10		
		5.206 Acts of the Apostles	10		
5.200 PENTATEUCH	10	5.207/6.207 New Testament Greek	10/20		
5.201 SYNOPTIC GOSPELS	10	5.208/6.208 Biblical Hebrew	10/20		
5.202 THEOLOGY OF MISSION	15	5.209 Pastoral Care	10		
		5.302 Engaging with Islam (Dec)	10		
5.300 MISSIOLOGICAL ANTHROPOLOGY	15	5.303 Islam: Faith and Practice	10		
		5.304 Africa: Missional Issues	10		
		5.305 Asia: Missional Issues	10		
		5.306 Latin America: Missional Issues	10		
		5.307 Europe: Missional Issues	10		
		5.308 Research Paper*	10		
		5.309 Leadership	10		
		5.310 Missional Business	10		
		5.400 Holistic Community Transformation	10		
		5.401 Holistic Community Programme Management	10		
		5.500 Visual and Western Culture	10		
		5.501 Creative Media	10		
		5.502 Performing Arts in Education	10		
		5.503 Arts for a Better Future	10		
		5.504 Multicultural Worship	10		

- *Self-taught module
- Level 5 optional/elective modules must be selected from more than one vocational specialism (theology and ministry/cross-cultural mission/poverty and justice/arts). It is strongly recommended that one module should be a module on missional issues from a region.

<u>Part-Time Structure</u>				
The table below assumes that part-time students will complete 60 credits per year with suggested priorities each term indicated (Core modules are mentioned in CAPITAL letters). FDL students can choose to do the programme in full-time or part-time mode.				
	Level 4		Level 5	
	Year 1	Year 2	Year 3	Year 4
Term 1	PSF1 OT and MISSION	INTEGRAL MISSION F and P	PENTATEUCH 1 Elective	SYNOPTIC GOSPELS 1 Elective
Term 2	NT and MISSION	INTRO CULTURE & RELIGION INTERPERSONAL SKILLS	PSF II MISSIOLOGICAL ANTHROPOLOGY	THEOLOGY OF MISSION
Term 3	SKILLS FOR MISSION	THEOLOGY, HISTORY AND MISSION	1 Elective	1 Elective
Whole Year	PRACTICAL MINISTRY I		PRACTICAL MINISTRY II	MINISTRY INTERNSHIP

1.6.4 Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>A1 have wide-ranging knowledge and critical understanding of a range of key global issues, theoretical concepts and working principles, and their development, in the interdisciplinary study of cross-cultural mission.</p> <p>A2 understand selected relevant biblical texts and their exegesis, and be able to derive appropriate and nuanced contextual applications.</p> <p>A3 have a knowledge of how aspects of, and diversity within, the history and religious perspectives of at least one region of the world (e.g. political, social, textual, philosophical, historical, theological, ritual, practical, ethical, institutional and aesthetic) impact Christian work and relate to a range of related facts and trends in World Christianity.</p> <p>A4 be aware of how Christian theology in its global diversity perceives the nature, role and practice of the Church in the world, acknowledging methodological assumptions, the limits of knowledge, ongoing debates, and application in contexts of varying complexity.</p>	<p>Learning and Teaching:</p> <p>A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, seminars and group discussion, videos, reading and engaging with relevant sources, student-led presentations, case studies, reflective and ethnographic reports, proposal development and group work and completion of and feedback on assignments.</p> <p>Assessment:</p> <p>A1-4 A wide range of assignments including written work (essays, workbooks, reflective reports, ethnographic report, proposal development and exams), presentations (individual and group) and the option of the presentation of a creative piece.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>B1 be able to identify and apply a range of relevant principles, concepts, theoretical frameworks and approaches in the interdisciplinary study of mission recognising competing perspectives in contexts of varying complexity.</p> <p>B2 be able to exegete and engage with a range of issues of interpretation of various texts, biblical and other, with critical use of secondary sources and awareness of the impact of cultural context, belief and values of varying complexity.</p> <p>B3 be able to synthesize information and ideas and formulate creative and appropriately contextualised applications, proposals and solutions to address a range of missional issues or opportunities in contexts of varying complexity.</p> <p>B4 be able to analyse and evaluate the reliability and validity of a variety of information and data sources (both qualitative and quantitative) using and comparing a range of principles, frameworks, criteria and techniques in missional contexts of varying complexity.</p>	<p>Learning and Teaching:</p> <p>B1-4 Cognitive skills are developed through lectures, workshops, seminars and group discussion, student-led presentations, case studies, reflective and ethnographic reports, proposal development and group work.</p> <p>Assessment:</p> <p>B1-4 Cognitive skills are assessed through written and creative assignments, individual or group presentations and examinations.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>C1 be able to contribute to the development of a range of ministry activities and projects of church/Christian organisations using skills acquired to improve own and/or others' learning, living, working and practice in cross-cultural contexts of varying complexity.</p> <p>C2 apply and adapt learned interpersonal, intercultural team and networking skills to contribute to enhanced team performance in cross-cultural contexts of varying complexity.</p> <p>C3 be equipped to apply the biblical message in contemporary mission and cultural contexts and be able to live out and communicate the Christian gospel effectively to a variety of audiences using an appropriate range of contextualised communication methods with awareness and sensitivity.</p> <p>C4 be able to evaluate and nurture their own and/or others' personal and spiritual development and capabilities, understanding the importance of self-awareness, pastoral skills and exercising self and team leadership</p>	<p>Teaching and Learning:</p> <p>C1-4 The programme has a strong vocational emphasis. Students take placements in the community and local churches and are encouraged to reflect systematically upon their own personal experiences and apply their learning to contemporary situations. They also engage in a Ministry Internship of 3-5 weeks in a cross-cultural context. Practical courses provide the opportunity to acquire and develop a range of practical skills.</p> <p>C1-4 Community life and worship provide opportunities to develop ministry skills.</p> <p>C4 A Personal Development Workbook guides the students to reflect upon and evaluate their own personal and spiritual development and helps them to progress in self-awareness, pastoral skills, self and team leadership.</p> <p>Assessment:</p> <p>C1-4 Ministry Placement skills and personal development are assessed through a written reflective report in cooperation with their tutor and Ministry Placement Supervisor.</p> <p>C1-4 Students' team and communication skills will be assessed as part of the core and elective modules, as well as an assessed Ministry Internship report where students reflect upon the context, team dynamics and on an issue experienced during the internship in cooperation with their Supervisor and Ministry Internship tutor.</p> <p>C4 Each student completes a formative Personal Development Workbook in consultation with their Personal Tutor.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>D1 demonstrate the ability to select, summarise, evaluate and synthesise information, from a wide range of printed and digital resources, and apply that information within contexts of varying complexity.</p> <p>D2 be able to manage resources and time effectively and ethically, and reflect upon and evaluate their strengths and weaknesses as a learner.</p> <p>D3 be able to communicate coherently and effectively in written, oral and visual forms, including developing clear, well-structured and persuasive lines of argument, and relate material to an intended audience.</p> <p>D4 be able to work collaboratively and ethically, and, if necessary, demonstrate leadership, as members of a team or group demonstrating critical self-awareness about their own beliefs, commitments, and prejudices, and sympathetic openness towards those of others in a way that respects individuals' gifts, skills and perspectives and enables them to develop effectively.</p>	<p>Learning and Teaching:</p> <p>D1-3 Study and research skills are promoted formally and informally in taught sessions, self-directed learning and appropriate assignments.</p> <p>D3-4 Communication skills are central to the presentation of assignments and class seminars, skills are modelled, promoted and nurtured in group discussions and projects, preaching, workshops and peer feedback sessions. Communication skills are also nurtured during Ministry Placement and Ministry Internship opportunities.</p> <p>Assessment:</p> <p>D1-4 The written assignments and exams are assessed not only on their content but on their structure, coherence, and clarity, and presentation.</p> <p>D2 Learner strengths and weaknesses are evaluated with the Personal Tutor on a twice termly basis.</p> <p>D4 Group participation is evaluated with the relevant module tutor.</p>

Exit Award: DipHE in *Biblical and Intercultural Studies*

1.6.5 <i>Programme Structure - LEVEL 6</i>					
Compulsory Modules (50 Credits)	Credit points	Optional Modules (70 Credits)	Credit points	Is module compensatable?	Semester runs in
6.100 PERSONAL AND SPIRITUAL FORMATION III	10	6.200 Isaiah	10	N/A	Terms 1-3
6.101 PRACTICAL MINISTRY III	10	6.201 Johannine Literature	10		
6.102 RESEARCH IN MISSION*	30	6.202 Old Testament Theology	10		
		6.203 New Testament Theology	10		
		6.204 Contemporary Apologetics and Evangelism	10		
		6.206 Issues in Theology and Ethics	10		
		6.207/5.207 New Testament Greek	10/20		
		6.208/5.208 Biblical Hebrew	10/20		
		6.300 Advanced Mission Studies*	10		
		6.301 Church-Planting and Discipleship	10		
		6.302 Religion and Society	10		
		6.303 Global Migration and Diaspora Studies	10		
		6.304 Contemporary Islam	10		
		6.305 Intercultural Team Leadership	10		
		6.400 Vulnerability and Resilience	10		
		6.402 Global Peace and Justice Studies	10		
		6.500 Performing Arts in Community	10		
		6.501 Music and Global Worship	10		
		6.502 Arts, Culture and Identity	10		

- *Self-taught module
- Level 6 elective modules must be selected from more than one vocational specialism (theology and ministry/cross-cultural mission/poverty and justice/arts) and must also include at least one biblical and theological module from the 'theology and ministry' specialism.

<u>Part-Time Structure</u>						
The table below assumes that part-time students will complete 60 credits per year with suggested priorities each term indicated (Core modules are mentioned in CAPITAL letters). FDL students can choose to do the programme in full-time or part-time mode.						
	Level 4		Level 5		Level 6	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	PSF1 OT & MISSION	INTEGRAL MISSION FP	PENTATEUCH 1 Elective	SYNOPTIC GOSPELS 1 Elective	1 or 2 Electives	1 or 2 Electives
Term 2	NT & MISSION	INTRO CULTURE & RELIGION INTERPERSONAL SKILLS	PSF II MISSIOLOGICAL ANTHROPOLOGY	THEOLOGY OF MISSION	1 or 2 Electives	PSF III
Term 3	SKILLS FOR MISSION	THEOLOGY, HISTORY AND MISSION	1 Elective	1 Elective	1 or 2 Electives	RESEARCH IN MISSION
Whole Year	PRACTICAL MINISTRY I		PRACTICAL MINISTRY II	MINISTRY INTERNSHIP	PRACTICAL MINISTRY III	

1.6.6 Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>A1 have an in-depth and critical understanding of a wide range of key global issues, theoretical concepts and working principles addressed in research concerning the interdisciplinary study of cross-cultural mission, some of which is at, or informed by, the cutting edge of scholarship.</p> <p>A2 have a systematic understanding of relevant biblical texts, their exegesis and nuanced contextual applications, making use of contemporary scholarly research and reviews, with a detailed study of key books.</p> <p>A3 have a detailed knowledge of certain key concepts and debates regarding religion and society and how they relate to the practice of mission, recognising the uncertainty, limits and ambiguity of knowledge and relevant contemporary conceptual frameworks, together with their relation to historical and contemporary facts and trends in World Christianity.</p> <p>A4 demonstrate a coherent understanding of how different Christian confessions in their global diversity have addressed selected mission themes, debates and methods, acknowledging methodological assumptions, the limits of knowledge, ongoing debates, and application in contexts of varying complexity and interrelatedness.</p>	<p>Learning and Teaching:</p> <p>A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, seminars and group discussion, videos, reading and engaging with relevant sources, student-led presentations, case studies, reflective and ethnographic reports, proposal development and group work and completion of and feedback on assignments. At Level 6, personal research assumes greater importance.</p> <p>Assessment:</p> <p>A1-4 A wide range of assignments including written work (essays, reflective reports, proposal development and exams), presentations (individual and group) and the option of the presentation of a creative piece.</p> <p>A1-4 Research paper or Extended Arts Project</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>B1 be able to select and apply relevant specialist principles, concepts, theoretical frameworks and approaches from competing perspectives in the interdisciplinary study of mission and critically identify new ideas in complex and inter-related contexts, whilst recognising their ambiguities and limitations.</p> <p>B2 be able to critically engage with a variety of issues of interpretation (including exegesis) of various texts, biblical and other, with critical use of secondary sources and have an in-depth awareness of the impact of cultural context, belief and values in complex and inter-related contexts.</p> <p>B3 be able to synthesise specialist and inter-related information and ideas, formulates and develop creative and coherent proposals to address selected missional issues or opportunities in complex contexts.</p> <p>B4 be able to critically analyse and evaluate the reliability, validity and significance of in-depth data and evidence, selecting effective principles, frameworks, criteria and methods of investigation (e.g. philosophical, anthropological, sociological, historical and hermeneutical) to support conclusions in complex and inter-related missional contexts whilst appreciating their uncertainty and limits.</p>	<p>Learning and Teaching:</p> <p>B1-4 Cognitive skills are developed through lectures, workshops, seminars and group discussion, student-led presentations, case studies, reflective and ethnographic reports, group work, proposal and strategy development and field research.</p> <p>Assessment:</p> <p>B1-4 Cognitive skills are assessed through written and creative assignments, individual or group presentations and examinations.</p> <p>B1-4 Research paper or Extended Arts Project</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>C1 be able to develop and design specialist ministry activities and projects of church/Christian organisations using skills acquired to enhance inter-related areas of own and others' learning, living, working and practice in complex contexts.</p> <p>C2 Apply and develop interpersonal, intercultural team and networking skills to contribute to enhanced team performance in complex cross-cultural and inter-related contexts, and engage with relevant missional, governmental and non-governmental bodies.</p> <p>C3 be equipped to relate the biblical message in contemporary mission and cultural contexts and be able to train others to live out and communicate the Christian gospel effectively to audiences in complex contexts, integrating a range of specialised contextualised communication methods with awareness and sensitivity.</p> <p>C4 be able to evaluate, nurture and manage their own and others' personal and spiritual development and capabilities, applying self-awareness, pastoral skills and intercultural leadership in complex and ambiguous missional contexts.</p>	<p>Learning and Teaching:</p> <p>C1-4 The programme has a strong vocational emphasis. Students take placements in the community or local churches and are encouraged to reflect critically and systematically upon their own experiences and apply their learning to contemporary and complex situations. Practical Courses provide the opportunity to acquire and develop a range of vocational skills.</p> <p>C1-4 Community life and worship provide opportunities to develop ministry and leadership skills.</p> <p>C4 A Personal Development Workbook guides the students to reflect upon and evaluate their own personal and spiritual development and helps them to progress in self-awareness, pastoral skills, self and team leadership within complex and ambiguous missional contexts.</p> <p>Assessments:</p> <p>C1-4 Practical ministry skills are assessed through a written, critical reflection on a specific missiological issue that has emerged from their Ministry Placement and will include a supervisor's reference where appropriate.</p> <p>C1-3 Assignments within the Level 6 modules will require students to develop relevant ministry activities/projects to their context of choice</p> <p>C1-3 Each student undertakes either a written dissertation or Practical Project on a specialist missional subject, integrating contextual research and best practice.</p> <p>C4 Each student completes a formative Personal Development Workbook in consultation with their Personal Tutor.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of this programme, students will:</i></p> <p>D1 demonstrate the ability to select, summarise, evaluate and synthesise information, from a wide range of printed and digital resources in a coherent, critical and detailed manner and apply that information within complex and inter-related contexts.</p> <p>D2 be able to ethically and critically manage resources, gather and analyse data and manage time effectively in independent study.</p> <p>D3 be able to present written, oral and visual material in a coherently organised form relevant to complex and ambiguous cultural contexts, clearly and in a well-structured manner, using appropriate media, with logical arguments persuasively expressed and with a degree of originality.</p> <p>D4 be able to work collaboratively as members of a team or group, and lead, demonstrating critical self-awareness about their own beliefs, commitments and prejudices; with empathy, integrity and critical reflection concerning the convictions and behaviours of others.</p>	<p>Learning and Teaching:</p> <p>D1-4 Research and advanced study skills are promoted formally and informally in taught sessions, self-directed learning and appropriate assignments. All written assignments are presented in a scholarly format. Students are required to make use of a wide range of resources in different formats in their assignments.</p> <p>D3-4 Communication skills are central to the presentation of assignments and class seminars, skills are modelled, promoted and nurtured in group discussions, workshops and peer feedback sessions. Communication skills are also nurtured during Ministry Placement opportunities.</p> <p>Assessment:</p> <p>D1-4 Written assignments, presentations and exams are assessed with greater emphasis on their structure, coherence, clarity, criticality and presentation.</p> <p>D1-3 Research paper.</p>

Award: BA (Hons) in *Biblical and Intercultural Studies*

1.7 Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route

The curriculum for every level is designed to meet the educational aims of the programmes. It also ensures integration, progression and development of practical and professional skills. *PERSONAL AND SPIRITUAL FORMATION* and *PRACTICAL MINISTRY* modules in every level run throughout the academic year as an ongoing learning experience from one term to another. No specific pathway choice or award is offered in the BA programme. Students are free to select vocational specialist modules within a particular field of vocation.

Level 4 is designed as an integrated foundational year for the BA programme and, therefore, students will not be offered optional/vocational specialist modules. All modules at this level are compulsory modules. Students have a choice at this level in their selection of Practical Ministry placement. This structure is intentionally designed so that students will have basic and foundational modules on which they can build their level 5 and 6 programmes. Level 4 also meets the training needs of students who intend to study for one year only.

Level 5 and 6 programmes are designed for enabling students to go deeper in each field of study (e.g., theology and ministry, cross-cultural mission, peace and justice studies, arts) and have the opportunity to do specialist vocational modules. All modules in levels 5 and 6 address all the educational aims. The integration of the core modules and the breadth of specialisms offered ensures a balanced curriculum.

Diploma and BA students have to do a placement as part of the level 5 *MINISTRY INTERNSHIP* core module where they engage in a three to five-week cross-cultural placement in the UK or abroad and write up a reflective report credited towards that module. Students usually do this either at the end of level 4 (Diploma students) or level 5 (BA students). Level 6 students have to do a research paper (worth 30 credits) as part of their *RESEARCH IN MISSION* core module.

The optional/vocational specialist modules in levels 5 and 6 will be available each year provided that there is a minimum of 7 students wishing to access the module.

Students are required to complete 120 credits per year to progress onto the next level. They must not take more than 140 credits per level. Where students have exceeded the limit of 120 credits, their awards will be calculated by taking the required number of optional/vocational specialist modules credited with the highest marks.

1.8 Support for students and their learning.

1. Virtual Learning Environment (VLE) and Hybrid Mode Delivery

The College uses Moodle as its VLE platform for delivering online learning content, providing course related resources and for communication. Every student has access to the resources on the VLE 24/7 both on and off site. The College's three Moodle servers have been upgraded to run the latest software versions, enabling resources to be increasingly more interactive and dynamic. Advances have been made in using Moodle for the submission of

student assessments and students can now access their grades, attendance records and transcripts 24/7 through Moodle. Electronic marking outside Moodle has been extended to all levels whilst the move towards Moodle-based marking continues.

We are able to offer levels 4, 5 and 6 flexibly (via campus and/or remote access [RAL]) after the successful validation of these programmes by the OU. All teaching rooms are equipped with video-conferencing facilities and are in use for blended/integrated learning. The College continues to develop its facilities to make the integration of RA and on-site students and the quality of their learning experience as seamless and positive as possible.

2. Study and Research Skills

The College provides study and research skills training for all undergraduate students to develop and enhance their research skills. This training includes foundational level study skills classes for students in level 4 on using sources, reading effectively, good academic practice (citation and how to avoid plagiarism) and writing skills. At level 5, training is focussed on developing further skills in essay writing, critical thinking and evaluation.

In level 6, more advanced training is given in critical thinking and writing, including sessions on 'Engaging with Texts', 'Building an Argument' and 'Writing Critically and Analytically'. Level 6 students are also provided with research skills training on how to choose a research topic, develop a research strategy, write a research proposal, analyse data and write a research paper. This training is designed to help students understand the processes involved in research and best research practice. It feeds directly into the *Advanced Mission Studies* essay and the *RESEARCH IN MISSION* module, but also impacts learning in other modules.

3. Foundation Study for Two-Year BA Students

Every year the College runs a 7-week course in term 1 entitled, 'Foundation Study for the Two-Year BA' for students entering directly into level 5. These 3-hour sessions aim to cover some of the foundational topics from the *En Route* short course (non-validated course) and level 4 programme. This ensures that the new level 5 students are up to speed with the rest of the level 5 students. The sessions help them develop their self-awareness, their understanding as learners and lay a foundation for the rest of their studies in the BA programme.

Based on the feedback received from the students in the last few years, adjustments have been made to enhance their experience. The main change implemented is that those who join directly in level 5 are requested to arrive 3 days early to College so that some of the sessions can be covered before the official start of the term. This has proved to be successful and all students have appreciated the opportunity to engage with the topics and settle well into community life.

4. Library Resources

The College library is one of the most important missiological resource centres in the country. Its mission is to provide a supportive environment for learning and study in which all library users can find high-quality information resources and services to facilitate their current or continuing education, their personal and professional development and their role within the College community. Library holdings at the close of the academic year, 2022-23 comprised 60,000 resources in the Library itself; in addition, the library has more than 11,000 eBooks in its EBSCO eBook collection. This is being updated on a regular basis and covers

a wide range of subjects including leadership, anthropology, theological and biblical studies, mission and world religions.

The library has a subscription to EBSCO Religion and Philosophy Collection. This is an online journals database providing residential and online students with access to the details and articles of 300 journals. The Library Resources section of the VLE provides RAL and CAL students with access to the library catalogue, and the EBSCO journals and eBook collections throughout the College campus. It provides details of new books added to the library collection and new job opportunities. It is updated regularly. This resource is extremely useful for our postgraduate students, both those studying on campus and online, and for the BA students who are preparing research papers. It is anticipated that this collection will encourage wider use of substantive theological journals by all our students as recommended by our External Examiners. The collection is also proving to be a useful resource for all academic staff members.

The library also has a subscription to the e-book site Perlego. This is a collection of over 1 million professional and academic titles across 500+ different topics and subtopics. Free online resources have also been researched and access to these have been made available on the VLE. The librarian also provides extra help with scanning and accessing resources to any student who cannot access the library in person, whether they are studying permanently online or are temporarily without access to the library.

The library budget comprises 2.5% of student tuition fees per annum. This figure included 50% of the previous year's income generated from external user subscriptions and sales of surplus and donated books.

The library is a member of the Association of British Philosophical and Theological Libraries (ABTAPL) - a partnership of over 100 libraries that share expertise and resources in several areas. An inter-library loans service is available, enabling students to borrow books, theses, periodical articles, etc. from ABTAPL libraries, and various other libraries. The library is also a member of the Centre for Inclusion and Collaborative Partnerships (CICP)'s Librarians' Network of the OU.

The Library Committee, which meets termly, includes representation from students from all levels. All students have the opportunity to give feedback on library services through an annual library survey. Any issues raised are addressed in order to further enhance students' learning opportunities. The Library Committee reports to the LST (Learning Services Team) and the LST reports to the Academic Board.

5. ICT Facilities

Our ICT Facilities include:-

- Fast, reliable Internet connectivity
- Secure Wi-Fi across most of the site, including student accommodation
- Student printing, photocopying and scanning facilities
- Lecture Halls and Classrooms set up for hybrid delivery via Zoom, including the use of Nureva® microphone mist technology™
- Digital camera and video recording equipment available to book
- Free College 365 student email address with access to 365 web applications
- General help, support and advice with ICT issues via our onsite IT team

6. Tutorial Support

The College seeks to enable all students to reach their full potential and therefore always takes its commitment to the support and guidance of the students very seriously. The first

mechanism of this support is through the tutor groups, to which all members of the College community are assigned each year. The part-time and RAL students are also assigned Personal Tutors. Based on the feedback from students, we have a dedicated RAL tutor group for those accessing studies remotely. The College staff-student ratio allows tutors to have pastoral oversight of 8-9 students. The groups aim to provide fellowship and support in a small unit within the larger College community. Each group is made up of men and women, married and single, different nationalities, levels of study, denominations, etc. to encourage cross-cultural awareness and understanding of differing needs and responsibilities.

Tutor groups meet twice each week for worship, prayer and social activities and also participate as a group in other social and sporting occasions, organised within or between tutor groups throughout the year. Through this life of fellowship, worship and social interaction the tutor group provides warm and caring personal and pastoral provision for the students.

Each tutor group is led by one or more member(s) of the teaching staff who function as the designated Personal Tutor for the students within their tutor group. All students are offered a minimum of two individual tutorials per term, although a student may always request additional meetings. A typical tutorial will last 45-60 minutes and may include discussions over the choice of modules, assignments, ministry placements, general progress and any personal or pastoral matters that the student may wish to discuss. Full confidentiality is always respected. Tutors prepare an end-of-year report on each of the students in their group, which is passed to the following year's tutor. Whilst personal and emotional support is offered first through the Personal Tutor, the College also has a Pastoral Care Team who provide pastoral care for students. Students have the opportunity to meet with the Pastoral Care and Spiritual Formation Tutor to talk through any personal issues they may wish to raise.

In certain circumstances, for example those related to mental-health, students are encouraged to consult their doctor. Students may be referred to a counsellor, with financial support being made available. Confidentiality is respected at all stages in the process.

7. Programme Induction

Essential information (e.g. the content of student and programme handbooks) is given to students during orientation. Guidelines on assignment word count, calendar of deadlines for assignment submissions, penalties of late submission, and the offer of modules in different terms are also explained. Dedicated orientation sessions are conducted for each level of study at the beginning of the term. Tutors and Programme Leaders offer guidance to students in levels 5 and 6 in the choice of elective modules. All essential information is made available on the VLE to all students. We have a separate student handbook for campus based and remote access students. All students are introduced to the hybrid learning experience and good online practice in order to build effective community between those on site and those online.

8. Personal Development Plan (PDP)

Students attend *PERSONAL AND SPIRITUAL FORMATION* modules at all levels in the undergraduate programme and are required to have a PDP in place. They have the PDP booklet which includes sections relating to the setting of personal development objectives, regular reflection on progress towards these goals and reflection on wider learning experiences throughout the academic year. Students meet with their Personal Tutor two to

three times per term to facilitate and monitor progress relating to their PDP and the personal development modules.

In direct response to student feedback in previous years, the PDP booklet has been enhanced to make the process of personal development planning easier to follow. The initial pages are amended to present the idea of personal development planning more clearly. The PDP document is made smaller and compatible with both online and paper formats. More reflective questions are included, which encourage the students and Personal Tutors to reflect together and make it less of a 'tick box' exercise. Tutors are given specific training on how they and the students should complete the document and how they could engage in reflection more. Reflective elements are increased in word length at the request of students in order for them to engage in reflection more.

9. Students with Additional Support Needs

The College is committed to supporting all students pastorally and academically throughout their studies and to ensuring that those with particular needs receive the help they need to be able to participate without disadvantage in all aspects of college life, including accessing their chosen programmes of study.

The College recognises that each student has unique needs and that in the case of those with a specific disability, health condition or learning difficulty, this will manifest itself differently in each case. It therefore aims to provide personal support to each individual as required. This support takes place both within the general teaching and learning frameworks of the college, including the personal tutorial system, but also through the provision of one-to-one assistance by the Learning Service Team (LST).

The LST, provides one to one advice for students with learning difficulties, disabilities and health conditions on how to manage their studies and support with tasks such as time management, assignment planning, using library resources and Information and Communications Technologies (including assistive technologies).

The LST also works alongside specialist study skills tutors and mentors (for example, Disabled Students' Allowance [DSA] approved suppliers) to ensure that students with special needs receive support that is tailored to their particular condition.

10. Support for International Students

The College recognises and celebrates the richness that international students bring to the community and is committed to ensuring that those coming from other cultures, and learning in a second or foreign language are supported during their time at All Nations. International students receive pastoral care through the College's general teaching and learning frameworks, in particular the personal tutorial system, and academic support from the LST. The Study and Research Skills Foundation Course is designed to help new undergraduate students, but international students in particular, to adapt to UK study methods and academic culture. English language support is provided for all those who need additional assistance, with a particular focus on using English for biblical and theological studies.

11. Career Service

The College supports students in many ways to find employment. Every year the College has a Missions Fair, where 25-35 mission organisations come and display their work with a view to recruiting potential students for mission within and outside the UK. Graduates go on to work cross-culturally as educators, medics, water experts, pilots to name a few. Job

opportunities are updated and published on the VLE. Apart from this annual Missions Fair, there are other frequent opportunities throughout the year where leaders of mission agencies visit the College and meet with staff and students. This has proved to be an excellent opportunity to explore potential job opportunities. Another way of support is through the LST members and tutorial staff who offer guidance to students considering their future service. In some cases, the weekly practical ministry placements and the internship opportunities later prove to be places of employment for some students.

1.9 Criteria for admission

For full entry criteria, please refer to Section 12 of the Admissions Policy.

Applicants to all of the undergraduate programmes must:

- prove they have appropriate academic qualifications,
- prove they have sufficient English ability,
- Show an active interest in intercultural mission,
- Show a commitment to personal formation in community,
- demonstrate a positive attitude to learning,
- engage fully with the application process by responding to requests for information in a timely manner.

The specific undergraduate entry requirements vary slightly depending on which level a student is entering their programme of study. Unless students have been permitted to enter their programme at level 5 or 6 (e.g. through RPL), all students will begin at level 4. The range of possible entrance and exit routes for full-time access are as shown in this diagram:

Level/Award	Entry Level	Exit Level
Certificate	Level 4	Level 4
Diploma	Level 4 (or Level 5 with RPL)	Level 5
BA (Hons)	Level 4 (or Levels 5 or 6 with RPL)	Level 6

1. **Biblical/Theological Knowledge:** previous Biblical/theological knowledge is not required for students starting at level 4. However, students who begin their studies at level 5 or above must satisfy the College they have sufficient Biblical and theological knowledge and skills or attend a Foundation Course which requires them to complete some extra assignments in their first year of study (see entry requirement in Section 12 of the Admissions Policy for specific level 5 and 6 requirements)
2. **English Language:** students may not start or transfer to a programme of study without satisfying the appropriate English Language requirements. The permitted tests are listed with more details on the Entry requirement charts (see Section 12 of the Admissions Policy). This includes students taking the Guided Personal Study scheme but excludes those taking modular studies and those who progress from level 4 to level 5 after completing their level 4 studies.
3. **Safeguarding:** basic DBS check and/or Certificate of Good Conduct will be required to be shown by successful residential applicants at enrolment.
4. **Prior Extenuating Circumstances:** If an applicant wishes to plead extenuating circumstances that may have led to them achieving a past academic performance that is not accurately indicative of their true potential, they must mention this in their application. In these circumstances, the College reserves the right to request further information from a third party to substantiate their claim. This could include contacting, with the applicant's permission, the awarding academic institution, examination body, doctor or another appropriate third party.

5. **Age on entry:** for undergraduate students, the usual age on entry is 21 years at the point of enrolment however, the College will consider younger applicants. Having the opportunity to gain some life and mission experience before they come to College, enables students to have a context to which they can apply their learning and achieve their learning objectives. We will assess the maturity of all applicants through their responses, particularly, to the entry criteria in the orange boxes on the entry criteria charts.
6. In addition, every applicant is required to:
 - have the ability to type and have in place by the start of the course a laptop or other device to access the learning and produce assignments digitally.
 - be interviewed by a member of the UG admissions panel either in person or via video conferencing technology
 - be willing, if entering the programme at level 5 or 6, to complete the Foundation Course and associated assignment(s) during their first year of study.

1.10 Language of study

English

1.11 Information about non-OU standard assessment regulations (including PSRB requirements)

The College's assessment strategy reflects the QAA subject benchmark assessment statement for Theology and Religious Studies (QAA Benchmark statements, 2019). A variety of assessment methods are used appropriately to enable students to meet the intended learning outcomes and demonstrate different skills at each level of study. Assessments include the use of workbooks, written examinations, essays, language tests, oral presentations, project reports, book critiques, placement reports, reflective reports, and research projects. Students have the opportunity to encounter these assessment methods, as they progress from one level to another.

Assignments in level 4 are intended to assess foundational academic skills. Therefore, level 4 is assessed through a broad range of assignments including short answer questions, reflective reports, questionnaires, short essays, reading logs, class presentations and journaling. Within these assessments, there are formative and summative assignments. The strategy is to set work that is equivalent to 2,000-2,250 words for each 10 credit module (100 notional hours). All assignments are compulsory but graded pass/fail and some are assessed through peer feedback.

Since assignments in level 5 are intended to assess analytical and evaluative skills, longer essays, presentations, reflective reports and exams are introduced. Level 6 assignments include long essays, exams, research proposals, literature reviews, independent research projects and presentations, all of which are intended to assess analytical, evaluative, and critical thinking skills. Levels 5 and 6 are marked in percentage grades according to the grading criteria published in the designated Handbook. All the assessment questions in levels 5 and 6 are scrutinised internally by at least one tutor other than the module tutor and then by external examiners before they are published to students. All work in levels 4, 5 and 6 is marked by module tutors, moderated internally by another tutor and then sent to the external examiners for ensuring consistency and fairness in marking and moderation.

All assignments have word limits. These are set out in the Programme Handbook. The maximum word length for all pieces of work for a 10 credit taught module in level 5 is 2,250

- 2,500 words and for level 6 is 2,750 - 3,000 words. Footnotes and bibliography are not counted in the word limit. If the work exceeds the published word limit, there is a penalty of 2% for every additional 100 words (or up to 100 words). Late submissions (without authorisation of the Undergraduate Programme Leader) will incur a penalty of 10% per day for up to 6 days, after which submission will be refused. To pass the module the student must re-submit with a new assignment which will be capped at 40%.

1.12 For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

1.13 Methods for evaluating and improving the quality and standards of teaching and learning.

1. Peer-observation of Teaching

In order to evaluate and improve the quality and standards of teaching and learning and to enhance students' learning opportunities in the area of modelling good pedagogic practices, the College has peer-observation of teaching by tutors. All tutors seek to model reflective practice and this ethos is nurtured through peer observation. Each tutor's teaching is observed by another tutor at least once a year. A peer-observation pro-forma is completed by the tutor who is to be observed, before the delivery of their teaching session indicating the aspects of teaching they would appreciate feedback on from the observer. The peer observation evaluation form is used by both the tutor and the observer to evaluate various aspects of teaching such as the relationship between the tutor and students, the aims and objectives of the session, the structure of the session and the teaching methods used, the quality of the content and the materials used. During the subsequent debriefing, both the tutor and the observer discuss ways for further improvement in any area of teaching identified by the observer. This provides an opportunity to disseminate good practices in teaching and learning and also for improving and enhancing their teaching. Both the tutor and observer are required to sign a form recording the details of the peer observation. The Academic Office keeps a record of when it happened.

2. Teaching, Learning and Assessment Methods

The College has a Teaching and Learning Strategy as well as an Assessment Strategy which sets out clearly the basis of effective learning and teaching. The College employs a variety of teaching methods and learning styles, providing breadth, depth and challenge appropriate to the learning outcomes, level and subject to try and ensure that each student develops appropriate knowledge, skills and understanding. Programmes have a multiplicity of assessment methods and assessments are linked to learning outcomes. Students receive extensive feedback on formative and summative assessments, peer and tutor feedback on oral presentations.

3. Staff Development

The College has a robust system of staff development. All academic staff are expected to continue to develop their competence in academic disciplines through such means as (a) continuing formal post-graduate study through to doctoral level, (b) continuing lifelong learning by attending conferences, training and seminars and (c) publication of

articles/books. This is facilitated through the provision of funding for training, the provision of sabbatical leave, encouragement for further study and in-house staff development training. Staff development is monitored by the Principal/Vice-Principal at annual appraisals.

4. Induction for Visiting Lecturers

In order to maintain the enhancement of learning opportunities of students, all new staff and visiting lecturers are given an induction to the ethos and values of the College and are also encouraged to feel part of the community. Their teaching is evaluated by other tutors through peer observation and their assessment questions are scrutinised by the Programme Leader and the external examiners. Their CVs are submitted to the OU through the Annual Monitoring Report. Like our permanent tutors, our visiting lecturers come not only from relevant educational sectors but also with a wealth of cross-cultural mission experience both in the UK and overseas.

5. Student Representations in the Undergraduate Committee.

Student representatives from levels 4, 5 and 6 are asked to collect feedback on teaching and learning and bring them to the Undergraduate Committees once a term. The Undergraduate Programme Leader initially tries to resolve the student issues and then communicates them to the class through student representatives. If issues cannot be resolved at this level, they are taken to the Undergraduate Committee, where issues are discussed and decisions are made. This is reported to the Quality Assurance Committee as it monitors the quality and delivery of the programme. This ensures that the quality and standards of teaching and learning are maintained.

6. Termly Module Evaluation by Students

At the end of every module being taught, students are required to give anonymous written feedback on the teaching and learning through an online questionnaire on the VLE. The module evaluation includes questions such as how well the modules fulfil the learning outcomes, the quality of content and resources, standard of teaching and assignments. The form also includes questions on the most useful and least useful features of the module and requests suggestions to improve teaching and learning related to the module. Tutors are required to fill out their comments on the overall module and what appropriate action they would implement for the future, based on the overall evaluation of the modules they deliver. The module feedback is also scrutinised in the Undergraduate Committee and Quality Assurance Committee and any concerns raised are communicated to the tutors concerned for improvements. The Academic Board receives the minutes of these committees. Student representatives from all levels attend these meetings and they are aware of the actions taken to address any issues to enhance the learning opportunities.

7. Annual Programme Evaluation by Students

One of the ways by which the College fulfils its responsibilities for maintaining quality and standards of teaching and learning and also enhancing students' learning opportunities is through a rigorous method of annual programme evaluation by students. Towards the end of the academic year, students at all levels are strongly encouraged to fill out an extensive annual evaluation form anonymously through the VLE. The evaluation form requests feedback on the programme as a whole, aspects of teaching and learning, assessments, library and ICT facilities and opportunities for personal development. The collated feedback is analysed and discussed in the training team and the Undergraduate Committee. The action taken to enhance students' learning opportunities is presented to the Quality Assurance Committee and the Academic Board. The student representatives from every

level attend the Undergraduate Committee, Quality Assurance Committee and the Academic Board meetings. The enhancement plan and its progress are sent to the OU as part of the Annual Monitoring Report.

8. External Examiners

The external examiners, who are approved by the OU, make sure that all assessments are carried out fairly and consistently and that academic levels maintain parity with national standards. They are sent draft copies of all assessment questions set by the tutors to make comments and suggestions before they are finalised. They moderate the marking of assessed work in levels 4, 5 and 6 and are sent selections of essays and exam scripts. They are also consulted over the general running of the programmes, programme proposal for revalidation, and any other matters where their advice could be helpful. This ensures that the marking process is as fair and consistent as possible. They also provide annual written reports on several aspects of the curriculum including the quality of teaching and learning.

9. Quality Assurance Committee

The Quality Assurance Committee monitors the delivery of quality across a range of activities such as teaching, staff development, learning resources, student support services, programme monitoring and enhancement. It receives undergraduate programme reports, external examiners' reports, and programme and module evaluations by students. It actively involves students in monitoring the quality of teaching and learning. It reports to the Academic Board, is chaired by an external member, has student representatives from each level, and meets once every term.

10. The Open University Annual Monitoring Process

Every year the programme is reviewed through the annual monitoring process of the OU, where all aspects of the programme are analysed and evaluated. This gives the College the opportunity to improve any area that directly or indirectly affects the quality of teaching and learning. In addition, the Quality and Partnerships Manager of the OUVS or the Academic Reviewer assigned to the College attends the Academic Board or the Examination Board to monitor the procedure we have in place.

11. The QAA Review Process

The College reviews its strategies, policies, regulations and procedures against the QAA UK Quality Code (2018) and they are approved by the Academic Board to ensure we continue to follow maintain academic standards. The programme includes reference to the appropriate QAA subject benchmark statements for Theology and Religious Studies (2019) as part of the curriculum design and content. When developing or restructuring programmes for revalidations, the FHEQ (2014) is used and referenced in accordance with the OU Handbook for Validated Awards to ensure that the programme specification and learning outcomes are developed at the right level and against the subject benchmarks statements for Theology and Religious Studies. The prescribed template is followed and is subject to detailed discussion in preliminary and final re-validation meetings. Since 2012, the QAA-HER major inspections and the subsequent annual inspections give the College the opportunity to review its academic standards, academic quality and enhancement of students' learning opportunities and meet all the QAA expectations.

1.14 Changes made to the programme since last (re)validation

All levels have been approved by the OU to be offered in Campus or Remote access mode. The following four changes were made to the programme in the last revalidation in 2022:

(1) Streamlining personal development modules

The current core module on PERSONAL AND SPIRITUAL FORMATION (PSF) will be PSF I, PSF II, PSF III for levels 4, 5 and 6 respectively to make the progression explicit from one level to another (Core modules are printed in CAPITAL letters and they are compulsory for all students at their given level). The existing two level 4 modules on *PSF* and part of PERSONAL GROWTH (PG) are combined to make the new *PSF I* for two reasons: (a) the student feedback over the years has highlighted that the names PSF and PG were confusing due to their similarity, and (b) since both modules focus on one's own personal growth (self), these modules are streamlined to achieve this emphasis on the aspect of 'self'. In addition, the 'cross-cultural life and work' component of the existing *PSF* module will be removed and it will become a new module on SKILLS FOR MISSION (SM), as the topics will focus on ministry and mission (looking outwards) so that there is an explicit progression from self to others and on to wider mission contexts. The level 4 INTERPERSONAL SKILLS (IS) module remains unchanged, as it focuses on relational topics (others). Thus, the changes proposed for level 4 will provide a clear distinction between the three personal development modules and also a progression from focusing on self to others and to wider mission contexts.

(2) Enhancing biblical, theological and cross-cultural components

At level 4, the credit allocation for OLD TESTAMENT AND MISSION core module will be increased from 15 credits to 20 credits (in the last revalidation in 2017, it was increased from 10 credits to 15 credits). Likewise, the level 5 THEOLOGY OF MISSION core module (10 credits) will be increased by 5 credits to strengthen knowledge and contextual interpretations of various aspects of theology of mission including creation care and race (15 credits). A new elective module in level 6 on *Issues in Theology and Ethics* will be added as a response to feedback from mission agencies, graduates and current students that there should be more coverage of complex theological and ethical issues faced by mission practitioners (e.g. abuses of power, decolonising of mission, gender and sexuality issues). This will meet not only the request for more biblical and theological components in the programme but also the need for addressing issues that missionaries face in the field. All these changes will complement the biblical and theological curriculum and the current set of modules in these fields.

Another enhancement the College proposes is in the area of offering biblical languages. Currently, we teach the introductory *New Testament Greek* module (10 or 20 credits) in level 5 and introductory *Biblical Hebrew* (10 or 20 credits) in level 6. It is proposed to make the *New Testament Greek* and the *Biblical Hebrew* modules available to students in either level 5 or level 6. It is not anticipated that there needs to be different teaching or standards since they are purely focused on introductory learning of these languages. Some students finish their studies at the end of level 5, so it is good to offer them the option of studying Hebrew instead of Greek if they prefer. Some students only come to the College for level 6, having transferred from another college, and may wish to study Greek or Hebrew during that year.

Some cross-cultural modules are also enhanced. The training team has decided to reduce the 25 credit level 4 module on INTEGRAL MISSION FOUNDATION AND PRACTICE (IMFP) to 20 credits. The rationale is that (a) the component of IMFP requiring students to research missiological and theological issues fits equally well within the core module

THEOLOGY, HISTORY AND MISSION (see below proposal [4] on module titles) and therefore can be removed from IMFP, (b) the assignment component which is directly linked to the integral mission section of IMFP will remain unchanged and, therefore, the learning outcomes are not affected, (c) the arts component in the IMFP on practical evangelism aspect and its assessment are also retained in the revised module, (d) the reduction of credits is seen to be done for the benefit of the students – to reduce their workload. The reduction of IMFP to 20 credits is balanced by the corresponding increase in credits within level 4's OLD TESTAMENT AND MISSION module, thereby responding to the students' desire for more theological and biblical teaching.

At level 5, the 10 credits MISSIOLOGICAL ANTHROPOLOGY core module is increased to 15 credits. This change has been made to acknowledge the amount of essential learning content contained in this key module and the resulting student workload, which is higher than in other core modules. Thus, at level 5, the total number of credits for the core modules increase from 70 to 80 (5 for THEOLOGY OF MISSION and 5 for MISSIOLOGICAL ANTHROPOLOGY) and the credits for elective modules are reduced from 50 to 40.

(3) Addressing contemporary trends and needs in mission training

The College has introduced two new 10 credit elective modules: one in level 5 and another in level 6 in order to meet the training needs expressed by graduates and potential employers. The current students have also expressed an interest in these areas. These modules are *Missional Business* (level 5) and *Issues in Theology and Ethics* (level 6). *Missional Business* is a key aspect and approach of contemporary mission. It focuses on the role and opportunity for business and social enterprise to bless, enable and transform societies and communities. There is very little on this topic in our current curriculum and, therefore, this will address that gap going forward. As mentioned above in point (2), the addition of *Issues in Theology and Ethics* module will address key issues on various aspects of theology and ethics.

Two modules from the existing curriculum - level 5 *Urban Mission* and level 6 *Teaching Adult Learners* – are not included in this new curriculum. Instead, content from *Urban Mission* will be incorporated into other modules as cross-cutting themes, and good practices related to teaching adult learners will be demonstrated through the teaching practices of the training team. It may be that these modules are presented for revalidation at a later date. The addition of the two new modules mentioned above will offset the number of total elective modules in levels 5 and 6.

(4) Amending module titles to reflect their contents

In all levels, the MINISTRY PLACEMENT module is renamed PRACTICAL MINISTRY to better reflect the focus on relevant hands-on practical ministry skills. Also, similar to the progression of PERSONAL AND SPIRITUAL FORMATION modules across three levels, the PRACTICAL MINISTRY module will also be called PRACTICAL MINISTRY I, PRACTICAL MINISTRY II, and PRACTICAL MINISTRY III for levels 4, 5 and 6 respectively.

In level 4, INTRODUCTION TO CHRISTIAN THEOLOGY core module will be renamed to THEOLOGY, HISTORY AND MISSION. This is in response to feedback from mission agencies and graduates that church or mission history should be more prominent and this change will address their concerns. There is already an element of history within this module but the renaming will make it explicit.

Some module titles will be shortened. In level 5, the *Hermeneutics and Homiletics in a Global Age* will become *Hermeneutics and Homiletics*. The team felt the phrase, 'in a Global Age'

is unnecessary and would prefer a more concise title. *Creative Media and E-mission* will be shortened to *Creative Media* which better reflects the overall style, content and emphasis of the module. The term 'E-mission' is somewhat outdated now and not widely used in the current mission setting.

In level 6, the *Intercultural Evangelism and Apologetics* will be renamed *Contemporary Apologetics and Evangelism*. This is because the team wanted to highlight 'apologetics' as a primary focus for this module rather than evangelism. But 'evangelism' should still be in the title as an important component of the apologetic endeavour. We are using 'contemporary' rather than 'intercultural' as a lot of the apologetics will focus on key themes and issues primarily in the post-modern world, but will have some classes dedicated to responding to other religions. This will also go well with the existing level 6 module on *Contemporary Islam*.

1.15 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		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
4	4.100 PERSONAL AND SPIRITUAL FORMATION I	X			X		X		X	X		X	X		X		X	X	X	
	4.101 PRACTICAL MINISTRY I	X	X	X			X	X	X	X		X	X	X	X		X	X	X	X
	4.103 INTERPERSONAL SKILLS	X					X		X			X	X					X	X	
	4.104 SKILLS FOR MISSION	X					X			X		X	X	X		X		X	X	
	4.200 OLD TESTAMENT AND MISSION		X		X		X	X	X	X		X	X			X		X		
	4.201 NEW TESTAMENT AND MISSION		X		X		X	X	X	X		X	X			X		X	X	
	4.202 THEOLOGY, HISTORY AND MISSION	X		X	X		X		X	X		X	X	X	X			X	X	
	4.300 INTRODUCTION TO CULTURE AND RELIGION	X		X			X	X	X	X		X	X	X	X		X	X	X	X
	4.400 INTEGRAL MISSION FOUNDATIONS AND PRACTICE	X	X	X	X		X	X	X	X		X	X	X			X	X	X	

Level	Study Module/Unit	Programme Outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	5.100 PERSONAL AND SPIRITUAL FORMATION II	X	X			X	X	X	X	X			X	X	X	X	X
	5.101 PRACTICAL MINISTRY II	X	X			X	X	X	X	X	X	X	X	X	X	X	X
	5.102 MINISTRY INTERNSHIP	X	X	X		X	X	X		X	X	X	X	X	X	X	
	5.200 PENTATEUCH		X			X	X	X	X			X	X	X	X	X	
	5.201 SYNOPTIC GOSPELS	X	X			X	X	X	X			X		X	X	X	X
	5.202 THEOLOGY OF MISSION	X		X	X	X	X	X	X		X	X	X	X		X	X
	5.203 Hermeneutics and Homiletics	X	X	X	X		X	X	X		X	X	X		X	X	X
	5.204 Psalms and Wisdom Literature		X			X	X	X				X	X	X	X	X	
	5.205 Pauline Literature		X			X	X	X				X	X	X	X	X	
	5.206 Acts of the Apostles		X			X	X	X				X	X	X	X	X	
	5.207 New Testament Greek	X	X			X	X	X	X		X			X		X	X
	5.208 Biblical Hebrew	X	X			X	X		X			X		X	X		
	5.209 Pastoral Care	X				X		X		X	X		X	X		X	
	5.300 MISSIOLOGICAL ANTHROPOLOGY	X		X		X			X	X	X	X		X	X	X	X
	5.302 Engaging with Islam	X		X	X	X	X	X	X	X	X	X		X	X	X	
	5.303 Islam: Faith and Practice	X	X	X		X	X	X	X	X	X	X		X	X	X	
	5.304 Africa: Missional Issues	X		X	X	X	X	X	X	X	X	X		X		X	X
	5.305 Asia: Missional Issues	X		X	X	X		X	X	X	X	X		X	X	X	
	5.306 Latin America: Missional Issues	X		X	X	X		X	X	X	X	X		X		X	X
	5.307 Europe: Missional Issues	X		X	X	X	X	X	X	X	X	X		X		X	X
	5.308 Research Paper	X	X		X	X	X	X	X			X	X	X	X	X	
	5.309 Leadership	X	X			X	X	X	X	X	X		X	X	X	X	X
	5.310 Missional Business	X	X			X		X	X	X				X		X	X
	5.400 Holistic Community Transformation	X	X	X	X	X		X		X			X		X		X
	5.401 Holistic Community Programme Management	X				X		X	X	X				X		X	
	5.500 Visual and Western Culture	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	5.501 Creative Media	X	X	X	X	X		X	X		X	X	X	X	X	X	X
	5.502 Performing Arts in Education	X	X	X	X	X		X	X		X	X	X	X	X	X	X
	5.503 Arts for a Better Future	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	5.504 Multicultural Worship	X	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		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
6	6.100 PERSONAL AND SPIRITUAL FORMATION III	X					X	X	X	X		X	X	X	X		X	X	X	
	6.101 PRACTICAL MINISTRY III	X	X				X	X	X			X	X	X	X		X	X	X	X
	6.102 RESEARCH IN MISSION	X		X	X		X	X	X	X		X	X	X	X		X	X	X	X
	6.102 RESEARCH IN MISSION (Extended Arts Project)	X	X	X	X		X	X	X	X				X			X	X	X	X
	6.200 Isaiah		X				X	X	X	X				X	X		X	X	X	X
	6.201 Johannine Literature	X	X				X	X	X	X				X	X		X	X	X	X
	6.202 Old Testament Theology		X		X		X	X	X	X				X	X		X	X	X	
	6.203 New Testament Theology	X	X		X		X	X		X			X	X			X	X	X	X
	6.204 Contemporary Apologetics and Evangelism	X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X
	6.206 Issues in Theology and Ethics	X	X	X	X		X	X	X	X			X	X	X		X	X	X	X
	6.207 New Testament Greek	X	X				X	X	X	X			X				X		X	X
	6.208 Biblical Hebrew	X	X				X	X		X				X			X	X		
	6.300 Advanced Mission Studies	X	X	X	X		X	X	X	X				X			X	X	X	
	6.301 Church-Planting and Discipleship	X	X		X		X	X	X	X		X	X	X	X		X	X	X	
	6.302 Religion and Society	X		X			X		X	X		X	X				X	X	X	X
	6.303 Global Migration and Diaspora Studies	X		X			X	X	X	X		X	X	X			X	X	X	X
	6.304 Contemporary Islam	X		X	X		X	X	X	X		X	X	X			X	X	X	X
	6.305 Intercultural Team Leadership	X		X			X		X				X		X		X			X
	6.400 Vulnerability and Resilience	X		X			X		X			X	X	X	X		X	X	X	X
	6.402 Global Peace and Justice Studies	X	X	X	X		X	X				X	X				X			X
	6.500 Performing Arts in Community	X	X	X			X	X	X			X	X	X	X		X	X	X	X
	6.501 Music and Global Worship	X			X		X		X	X		X	X	X	X		X	X	X	X
	6.502 Arts, Culture and Identity	X		X	X		X	X	X	X		X	X	X			X	X	X	

1.16 Programme Structure at a glance (2024-25)

All modules are 10 credits unless stated otherwise. **CORE OR COMPULSORY MODULES** are in capital letters. **Optional (electives/vocational specialist) modules** are in standard letters.

All modules are 10 credits unless stated otherwise

Certificate/CertHE: 120 credits at Level 4 (1st year)

Diploma/DipHE: 240 credits in total: at least 120 at Level 5 (2nd year)

BA (Hons): 360 credits in total; 240 only for 2-year BA; at least 120 at Level 6 (3rd year)

MODULES IN CAPITALS: Core modules (required for that Level) for any award

Modules in standard print: Electives (optional/vocational specialist modules) *

	LEVEL 4 (120 core)	LEVEL 5 (80 core)	LEVEL 6 (50 core)
Elective	4.100 PERSONAL AND SPIRITUAL FORMATION I 4.101 PRACTICAL MINISTRY I 4.103 INTERPERSONAL SKILLS 4.104 SKILLS FOR MISSION***	5.100 PERSONAL AND SPIRITUAL FORMATION II 5.101 PRACTICAL MINISTRY II 5.102 MINISTRY INTERNSHIP	6.100 PERSONAL AND SPIRITUAL FORMATION III 6.101 PRACTICAL MINISTRY III 6.102 RESEARCH IN MISSION (30 credits/options for Extended Arts Project)
Theology and Ministry	4.200 OLD TESTAMENT AND MISSION*** (20 credits) 4.201 NEW TESTAMENT AND MISSION 4.202 THEOLOGY, HISTORY AND MISSION *** (15 credits)	5.200 PENTATEUCH 5.201 SYNOPTIC GOSPELS 5.202 THEOLOGY OF MISSION (15 credits) 5.203 Hermeneutics and Homiletics 5.205 Pauline Literature** 5.206 Acts of the Apostles** 5.207 New Testament Greek (10/20 credits) 5.208 Biblical Hebrew (10/20 credits) 5.209 Pastoral Care	6.201 Johannine Literature 6.202 Old Testament Theology 6.203 New Testament Theology** 6.204 Contemporary Apologetics and Evangelism 6.207 New Testament Greek (10/20 credits) 6.208 Biblical Hebrew (10/20 credits)
Cross Cultural Mission	4.300 INTRODUCTION TO CULTURE AND RELIGION (15 credits)	5.300 MISSIOLOGICAL ANTHROPOLOGY (15 credits) 5.302 Engaging with Islam (Dec) 5.305 Asia: Missional Issues 5.306 Latin America: Missional Issues 5.308 Research Paper 5.309 Leadership	6.300 Advanced Mission Studies 6.301 Church-Planting and Discipleship** 6.302 Religion and Society 6.303 Global Migration and Diaspora Studies 6.304 Contemporary Islam**
Poverty and Justice	4.400 INTEGRAL MISSION FOUNDATIONS AND PRACTICE*** (20 credits)	5.400 Holistic Community Transformation 5.401 Holistic Community Programme Management**	6.400 Vulnerability and Resilience** 6.402 Global Peace and Justice Studies**
Arts and Mission	***ARTS COMPONENTS ARE INTEGRATED IN VARIOUS MODULES	5.503 Arts for a Better Future 5.504 Multicultural Worship**	6.500 Performing Arts in Community**

*The College requires that level 5 and 6 students choose their elective modules from more than one vocational specialism. For level 6 students, this must include at least one biblical and theological module from the 'Theology and Ministry' specialism.

** Modules are dependent on student numbers and tutor availability

1.17 Undergraduate Programmes Module Distribution, 2024-25

Term 1		Term 2	Term 3
Level 4	PERSONAL AND SPIRITUAL FORMATION I (Deb B)		
	INTEGRAL MISSION FOUNDATIONS AND PRACTICE (MG/JF/LM) OLD TESTAMENT AND MISSION (DB/TD) SKILLS FOR MISSION (JF)		INTRO TO CULTURE & RELIGION II (HG) SKILLS FOR MISSION (Deb B)
	INTRO TO CULTURE & RELIGION I (HG) INTERPERSONAL SKILLS (JF)	INTERPERSONAL SKILLS (Deb B) NEW TESTAMENT AND MISSION (AM) THEOLOGY, HISTORY AND MISSION (SB/JF/AM)	
Level 5	PERSONAL AND SPIRITUAL FORMATION II (Deb B) New Testament Greek (VJS)/Biblical Hebrew (DB) Research Paper (VJS)		
	PENTATEUCH (DB) SYNOPTIC GOSPELS (VJS)	THEOLOGY OF MISSION (SB) MISSIOLOGICAL ANTHROPOLOGY (HG)	Acts of the Apostles (AM)* Leadership (MG/VL)
	Foundation Study for New Level 5 (SB) Hermeneutics and Homiletics (SB) Holistic Community Transformation (MG) Engaging with Islam (December) (LM)	Pastoral Care (Deb B/VL) Pauline Literature (DB)*	Holistic Community Program Management (MG)* Asia: Missional Issues (AM/VJS/LM/VL) Arts for a Better Future (JF/VL) – (Summer)
Level 6	PERSONAL AND SPIRITUAL FORMATION III (Deb B) RESEARCH IN MISSION (VJS/KW) New Testament Greek (VJS)/Biblical Hebrew (DB)		
	Johannine Literature (VJS) Church-Planting & Discipleship (VL)* Contemporary Islam (LM)* Performing Arts in Community (JF)*	Old Testament Theology (TD) Advanced Mission Studies (VJS) Religion and Society (HG) Contemp Apologetics and Evangelism (LM/VL)	New Testament Theology (VJS)* Global Migration & Diaspora Studies (RE/SB/TD)
Level 7	M1 HOLISTIC LEARN FOUND (KW/HG) M2T THEOLOGICAL FOUNDATIONS (SB) M3 ISSUES IN ANTHROPOLOGY (HG) M30 RESEARCH STRATEGIES (HG/TD)	M2B BIBLICAL FOUNDATIONS (VJS/TD) M4 Community Transformation P& P (MG) M6 Leading Across Cultures (MG/VL) M8 Methods Model Context Theology OL (SB) M10 Staff Care – Principles &Process (RB/VL) M14 Creation Care Christian Mission (MG/VL) M16 Expressions of Church Worldwide (SB) M17 Migration, Diaspora & Church (RE/LE/VL) M19 Arts in Mission & Ministry (JF) M30/31/32 RESEARCH STRATEGIES TD/HG	M5 Community Trans: PDM Easter (MG) M7 Mission Strategy Easter (LE/RE/VL) M9 Missional Issues Context Theology OL (SB) M11 Staff Care – Issues & App Easter (RB/VL) M12 Context Engagement Islam Easter (LM) M13 Mission Europe: Context & Pract Easter (VL) M15 Vulnerable Children: B&T Persp Easter (TD) M18 Intercultural Worship Easter (JF/VL) M31/32 RESEARCH IN MISSION (TD/HG)

1.18 Credit Requirements of each Level of Study	
Certificate/CertHE:	Must fulfil the requirements of Level 4 (120 Credits)
Diploma/DipHE:	Must fulfil the requirements of Levels 4 above and Level 5 (240 credits)
BA (Hons) in 3 Years:	Must fulfil the requirements of Levels 4 and 5 above and Level 6 (360 credits)
BA (Hons) in 2 Years:	Must fulfil the requirements of Levels 5 and 6 above (240 credits to add to a pre-existing 120 transferrable credits)
BA (Hons) in 1 Year:	Must fulfil the requirements of Level 6 (120 credits to add to a pre-existing 240 transferrable credits)

1.19 Module Requirements of each Level of Study	
Level 4	120 Credits of 9 Core Modules at Level 4.
Level 5	120 Credits of 7 Core Modules (80 Credits) plus at least 40 credits of elective modules at Level 5. NB These must be selected from more than one vocational specialism. Level 5 students are strongly recommended to take at least one module from the Cross-Cultural Mission specialism.
Level 6	120 Credits at Level 6 of 3 Core modules (50 Credits) plus at least 70 Credits elective modules at Level 6. These must be selected from more than one vocational specialism and must include at least one module from the Theology and Ministry specialism.