

# Programme Specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	<p>PG Cert in <i>Missiology</i> (60 CAT Points)</p> <p>PG Dip in <i>Missiology</i> (120 CAT Points)</p> <p>PG Dip in <i>Transformational Development</i> (120 CAT Points)</p> <p>PG Dip in <i>Transformational Leadership</i> (120 CAT Points)</p> <p>PG Dip in <i>Contextual Theology</i> (120 CAT Points)</p> <p>PG Dip in <i>Global Ecclesiology</i> (120 CAT Points)</p> <p>PG Dip in <i>Multi-Cultural Church in Practice</i> (120 CAT Points)</p> <p>MA in <i>Missiology</i> (180 CAT Points)</p> <p>MA in <i>Transformational Development</i> (180 CAT Points)</p> <p>MA in <i>Transformational Leadership</i> (180 CAT Points)</p> <p>MTh in <i>Contextual Theology</i> (180 CAT Points)</p> <p>MA in <i>Global Ecclesiology</i> (180 CAT Points)</p> <p>MA in <i>Multi-Cultural Church in Practice</i> (180 CAT Points)</p>
<b>Teaching Institution</b>	All Nations Christian College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	1992
<b>Date of latest OU (re)validation</b>	April 2018
<b>Next revalidation</b>	April 2023
<b>Credit points for the award</b>	60-180
<b>UCAS Code</b>	Not applicable
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	<p>QAA Theology and Religious Studies (2014)</p> <p>QAA Master's Degree Characteristics (2015)</p> <p>The UK Quality Code for Higher Education (2015): with particular reference to chapters:</p> <p>B1: Programme Design, Development and Approval</p> <p>B3: Learning and Teaching</p> <p>B4: Enabling Student Development and Achievement</p> <p>B5: Student Engagement</p> <p>B11: Research Degrees</p> <p>Framework for Higher Education Qualifications (2008)</p> <p>Art and Design (2016)</p> <p>Dance, Drama and Performance (2015)</p> <p>Librarianship, Information, Knowledge, Records and Archives Management (2015)</p> <p>Music (2016)</p>
<b>Other external and internal reference points used to inform programme outcomes</b>	<p>RCUK Policy and Guidelines on Governance of Good Research Conduct February 2013 (updated 2017)</p> <p>Open University Handbook for Validated Awards 2017-8</p>
<b>Professional/statutory recognition</b>	N/A

<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	FT; PT; FDL
<b>Duration of the programme for each mode of study</b>	FT: 1 year (All awards) PT: 2 years (All awards) FDL: up to 3 years
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	May 2018

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

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in module specifications.**

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

## 2.1 Educational aims and objectives

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

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

The programme is designed for those who already have a qualification in theological education and/or experience in cross and intercultural ministry. It is particularly suitable for those who wish to go to a deeper level in their training by exploring specific themes– e.g. contextual theology, leadership, development work, the global church and intercultural ministry. A participant's current or future service is likely to involve either senior leadership in mission or teaching mission studies or related themes.

The programme's learning ethos are to:

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

## 2.2 Relationship to other programmes and awards

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

The **Postgraduate Certificate** (60 CAT) consists of three modules amounting to EITHER 60 credits of core modules OR 40 credits of core modules plus one elective (20 CAT) modules. Progression from the PG Cert to the PG Dip is dependent on successful completion of the 60 CAT PG Cert modules.

The **Postgraduate Diploma** in any award (120 CAT) consists of three core (60 CAT) plus 40 CAT of elective modules within the relevant award stream plus EITHER the M18 Extended Essay (20 CAT) on a topic relevant to the exit award OR the M20 Research Strategies (20 CAT) module. Progression from the PG Dip to the Masters is dependent on successful completion (120 CAT) of all core and elective modules and the M18 Extended Essay OR the M20 Research Strategies module.

The **MA and MTh** (180 credits) consists of 60 CAT of core modules, 40 CAT of elective modules in a specific award, a compulsory research proposal module called Research Strategies (20 credits), and 60 CAT of dissertation module called Research in Mission (15,000 words). The specialist exit awards each have specific taught modules (40 CAT) that need to be taken as the electives within the PG Dip and MA/MTh. The Research Strategies (proposal) module and the Research in Mission dissertation module must be on a topic relating to the specific award.

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

### Delivery modes for all awards

All awards can be taken on campus (full or part-time) or at a distance using integrated, technology enhanced learning. Students studying at a distance can join with campus-based students for core and elective teaching via video conferencing or attend classes in person. Teaching takes place either on a weekly basis or in intensive blocks. All students are required to participate in online discussions, and technology enhanced presentations.

## 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

## 2.4 List of all exit awards

PG Cert in *Missiology* (60 CAT Points)

PG Dip in *Missiology* (120 CAT Points)

PG Dip in *Transformational Development* (120 CAT Points)

PG Dip in *Transformational Leadership* (120 CAT Points)

PG Dip in *Contextual Theology* (120 CAT Points)

PG Dip in *Global Ecclesiology* (120 CAT Points)

PG Dip in *Multi-Cultural Church in Practice* (120 CAT Points)

MA in *Missiology* (180 CAT Points)

MA in *Transformational Development* (180 CAT Points)

MA in *Transformational Leadership* (180 CAT Points)

MTh in *Contextual Theology* (180 CAT Points)

MA in *Global Ecclesiology* (180 CAT Points)

MA in *Multi-Cultural Church in Practice* (180 CAT Points)

### 3. Programme structure and learning outcomes – 2018

Programme Structure - LEVEL 7					
Compulsory Modules	Credit Points	Optional (Elective) Modules	Credit Points	Is module compensatable?	Semester runs in
M1 MISSION REFLECTION & INTEGRATION	10	M4 Principles & Practices of Community Transformation	20		
M2 BIBLICAL & THEOLOGICAL FOUNDATIONS	30	M5 Planning & Managing for Transformational Change	20		
M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 Leadership	20		
		M7 Mission Strategy	20		
		M8 Methods & Models of Contextual Theology	20		
		M9 Missiological Issues in Contextual Theology	20		
		M12 Contextual Engagement with Islam	20		
		M16 Church Reimagined for a Global Age	40		
		M17 Multicultural Ministry & Practice	40		
		M18 Extended Essay	20		
		M20 Research Strategies	20		
		M21 Research in Mission	60		

Programme Structure – PG Certificate (Total 60 CAT)			
Compulsory Modules	Credit Points	Optional (Elective) Modules	Credit Points
M1 MISSION REFLECTION & INTEGRATION	10		
M2 BIBLICAL & THEOLOGICAL FOUNDATIONS	30		
M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20		
<b>OR</b>			
M1 MISSION REFLECTION & INTEGRATION	20	One 20 CAT elective module from M3 - M18	20
M2 BIBLICAL & THEOLOGICAL FOUNDATIONS	20		

**Exit awards available at this point:** PG Cert in *Missiology* (60 CAT Points)

Programme Structure – PG Diploma (120 CAT)			
Compulsory Modules (60 CAT + 20 CAT = 80)	Credit Points	Optional (Elective) Modules for Specific Award (40 CAT)	Credit Points
M1 MISSION REFLECTION & INTEGRATION	10	M12 & 20 CAT from M4-M9 ( <i>Missiology</i> )	40
M2 BIBLICAL & THEOLOGICAL FOUNDATIONS	30	M4 & M5 ( <i>Transformational Development</i> )	40
M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 & M7 ( <i>Transformational Leadership</i> )	40
	20	M8 & M9 ( <i>Contextual Theology</i> )	40
M18 or M20 Research Strategies		M16 ( <i>Global Ecclesiology</i> )	40
		M17 ( <i>Multi-Cultural Church in Practice</i> )	40

**Exit awards available at this point:**

- PG Dip in *Missiology* (120 CAT Points)
- PG Dip in *Transformational Development* (120 CAT Points)
- PG Dip in *Transformational Leadership* (120 CAT Points)
- PG Dip in *Contextual Theology* (120 CAT Points)
- PG Dip in *Global Ecclesiology* (120 CAT Points)
- PG Dip in *Multi-Cultural Church in Practice* (120 CAT Points)

Programme Structure – MA/ MTh (180 CAT)			
Compulsory Modules (60 + 20 + 60 = 140 CAT)	Credit Points	Optional (Elective) Modules for Specific Award (40 CAT)	Credit points
M1 MISSION REFLECTION & INTEGRATION	10	M12 & 20 CAT from M4-M18 (NOT M16/M17) ( <i>Missiology</i> )	40
M2 BIBLICAL & THEOLOGICAL FOUNDATIONS	30	M4 & M5 ( <i>Transformational Development</i> )	40
M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 & M7 ( <i>Transformational Leadership</i> )	40
M20 Research Strategies	20	M8 & M9 ( <i>Contextual Theology</i> )	40
M21 Research in Mission	60	M16 ( <i>Global Ecclesiology</i> )	40
		M17 ( <i>Multi-Cultural Church in Practice</i> )	40

**Awards available at this point:**

MA in *Missiology* (180 CAT Points)  
MA in *Transformational Development* (180 CAT Points)  
MA in *Transformational Leadership* (180 CAT Points)  
MTh in *Contextual Theology* (180 CAT Points)  
MA in *Global Ecclesiology* (180 CAT Points)  
MA in *Multi-Cultural Church in Practice* (180 CAT Points)

Intended learning outcomes at Level 7 are listed below:

<b><u>Learning Outcomes – LEVEL 7</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>PG Certificate</b></p> <ul style="list-style-type: none"> <li>A1. cultivate deep and systematic understanding of the key debates, theories, ideas and arguments in the study of mission and its inter-relationship with other relevant disciplines</li> <li>A2. facilitate a grasp of the various historical, textual and interpretative approaches to the study of mission</li> <li>A3. develop awareness of current issues that affect mission and multicultural ministry in a range of cultural and religious contexts</li> </ul> <p><b>PG Diploma</b></p> <ul style="list-style-type: none"> <li>A4. develop a systematic and critical awareness of key tensions in the discipline of mission studies, multicultural ministry and other related disciplines.</li> </ul> <p><b>MA/MTh</b></p> <ul style="list-style-type: none"> <li>A5. develop a comprehensive understanding of appropriate techniques and appreciation of relevant aspects of current research and scholarship in the discipline of mission studies</li> </ul>	<p><b>Teaching and Learning:</b></p> <p><b>A1-A5</b></p> <p>Lectures, seminars, student and tutor-led discussion, presentations</p> <p>Independent study, critical reflection, analysis and engagement with selected documents and texts, essays, on-line lessons, activities and personal reflection; research, including qualitative research with surveys and field research.</p> <p><b>Assessment:</b></p> <p><b>A1-A5</b></p> <p>Projects, reports, presentations and peer interactions, written assignments, extended essay, proposal and dissertation.</p>



### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>PG Certificate</b></p> <p>B1. integrate information and understanding from a range of sources with a view to acquiring a coherent appreciation of the complexity of the theory and practice of mission and other relevant disciplines.</p> <p>B2. demonstrate intellectual flexibility through competence in the use of a variety of complementary, advanced methods of study</p> <p>B3. demonstrate an awareness of, and ability to, critically assess and respond to theoretical discourses concerning mission and ministry</p> <p>B4. describe, analyse, synthesise and evaluate critically the view of others with sensitivity, integrity and fairness</p> <p><b>PG Diploma</b></p> <p>B5. able to identify a research question, formulate an appropriate approach, and undertake sustained, substantive investigation to address significant areas of theory and practice, applying conceptual and creative understanding where applicable</p> <p><b>MA/MTh</b></p> <p>B6. exercise independent reflection and judgement in order to analyse and employ advanced techniques of research and enquiry, critically evaluating methodologies whilst creatively applying knowledge in unfamiliar contexts to generate transformative solutions</p>	<p><b>Teaching and Learning:</b></p> <p><b>B1-B6</b></p> <p>Lectures, seminars, student and tutor-led discussion, presentations</p> <p>Independent study, critical reflection, analysis and engagement with selected documents and texts, essays, on-line lessons, activities and personal reflection; research, including qualitative research with surveys and field research.</p> <p><b>Assessment:</b></p> <p><b>B1-B6</b></p> <p>Projects, reports, presentations and peer interactions, written assignments, extended essay, proposal and dissertation.</p>

### 3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>PG Certificate</b></p> <p>C1. interpret contexts and events with sensitivity, integrity, and fairness, autonomously and appropriately adapting performance</p> <p>C2. communicate core convictions with clarity and confidence, appropriately, effectively and sensitively</p> <p>C3. work effectively and proactively with individuals and teams (as member or leader) from diverse cultural contexts in a disciplined, professional manner to formulate and implement solutions</p> <p>C4. learn to operate autonomously in complex and unpredictable contexts, being accountable for outcomes whilst making sound evaluative judgements based on thorough understanding of contexts, incorporating a critical ethical awareness</p> <p><b>PG Diploma</b></p> <p>C5. be able to design and evaluate relevant practical projects and interventions appropriate for complex and specialised contexts using a range of models and approaches</p> <p><b>MA/MTh</b></p> <p>C6. employ advanced skills in conducting both traditional forms of research and practice-based projects whilst learning to develop self-direction and originality in addressing and solving complex problems for the given context(s)</p>	<p><b>Teaching and Learning:</b></p> <p><b>C1-C6</b></p> <p>Lectures, seminars, student and tutor-led discussion, presentations</p> <p>Independent study, critical reflection, analysis and engagement with selected documents and texts, essays, on-line lessons, activities and personal reflection; research, including qualitative research with surveys and field research.</p> <p><b>Assessment:</b></p> <p><b>C1-C6</b></p> <p>Projects, reports, presentations and interactions, written assignments, written reflections on experience and practice, learning journals, extended essay, proposal and dissertation.</p>

### 3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>PG Certificate</b></p> <p>D1. develop the capacity to be reflective practitioners, showing reflexivity with regard to one's own (and others) performance with particular respect for intercultural dynamics</p> <p>D2. cultivate the ability to apply knowledge to practical settings and be able to communicate effectively to specialist and non-specialist audiences across a range of complex and specialised contexts</p> <p>D3. develop life-long learning skills, especially a capacity for independent learning, continuing professional development and the use of IT and computer skills for research and presentation</p> <p><b>PG Diploma</b></p> <p>D4. develop self-critical and evaluative skills with regard to learning and professional performance, making connections between known and unknown areas to enable contextual applications</p> <p><b>MA/MTh</b></p> <p>D5. demonstrate an independent critical approach to issues, including critical awareness of one's own belief and commitments</p>	<p><b>Teaching and Assessment</b></p> <p><b>D1-5</b></p> <p>These are incorporated within the postgraduate degree as a whole and within individual modules as appropriate.</p> <p>Students are encouraged to develop and apply their discipline-specific intellectual, professional and practical skills and in appropriate ways to a range of contexts.</p>

#### 4. 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 MA/ MTh awards all have a shared core. Each award has its own specific elective modules and a dissertation phase. Students doing a specific award need to complete 40 credits of the requisite elective modules for their respective awards. All MA/MTh students must complete both the (proposal) Research Strategies (M20) and the (dissertation) Research in Mission (M21) module in the field of their award.

Although the college aims to offer all modules whenever possible, cohort size affects the choice of single concept and thematic modules both residentially and on-line.

The *Global Ecclesiology* and the *Multi-Cultural Church in Practice* awards can be taken with a practice-based assessment option for the dissertation. Both the M20 proposal and the M21 dissertation modules must reflect this.

#### 5. Support for students and their learning

All Nations seeks to enable all staff and students to reach their full potential and within this context, the College has always taken its commitment to the support and guidance of its students very seriously. The first line of support is the personal tutor who will give the necessary guidance and support. Tutors and support are also available through e-communication and skype to on-line students as appropriate. The following are the formal support and guidance mechanisms in place for students and their learning:

##### 1. Programme Induction

All students receive a pre-arrival pack of information. Residential students will find necessary information in the Student Handbook. Online students will have information available to them on the e-Learning site regarding introductions, interactivity on forums, set up of the modules, study schedules and how to get help. They will be informed in advance of necessary arrangements for the intensive study periods. On their first visit they will have an introduction to and tour of the College on arrival.

Student Handbook and Programme Handbook are explained to students in the orientation week. 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 studies during the beginning of the term. Tutors and Programme Leaders helped students choose their modules. All the important pieces of information are made available to students on the VLE.

At the beginning of the academic year, students are made aware of the UK Quality Code and its potential impact on their learning experience. The College informs the whole student body of this and give them a summary of the Quality Code on the VLE and a website link to access the full document.

##### 2. Study Skills and Research Methods

The College is aware that many students return to study after a considerable gap in their

education. In order to assist their re-entry into academic study a course on study skills is provided. These lessons have been developed for online delivery and the initial lessons are made available to online and residential students before the course begins. Students who have not studied academically in the past three years are required to complete a workbook to demonstrate their competency, and students who have studied recently may declare that they have read and understood the material.

Study skills and research methods are provided as an integral component of the programme, both in the M1 Core Module and at the beginning of the Programme. In addition, all MA students have the support of a professionally qualified Librarian and IT staff to assist them in developing their information retrieval and management skills. IT Staff support the online components of Study Skills and Research Methods and available to assist both online and residential students with developing their study and research skills. Personal and Module tutors and research supervisors also provide support as appropriate.

### **3. VLE Resources**

Over the academic years, work has continued to enhance the campus-wide VLE which now forms the main repository for course-related materials. The VLE (including e-learning) is growing rapidly and is accessed by all students. In consultation with students about the accessibility and usability of the technology, the College continues to develop the VLE. Learning resources are available 24/7 to every student on the VLE for every module they study from within and from outside of the College. The College has developed the streamlining of student management and anonymous assignment submission through the VLE. Now students have been given the opportunity to fill out their Module Evaluations and the Annual Programme Evaluations through the VLE. Many developments have been taken place on the VLE in the last one year including an upgrade to its latest version. Students can now access the VLE from mobile phones and tablets in addition to PCs and also download multiple files of relevant resources using one 'download all' button on the VLE. The College has also started the marking of assessments using the VLE

Greater use has been made of online discussion forums within modules, and the VLE also acts as a gateway to the online library catalogue and online journals collection and various reporting mechanisms. Information on job opportunities and the contents pages of journals are now available on the VLE, and students can complete end of course/module feedback online. Staff have received training on how to maximise the potential of the system and development continues to make the resource as interactive as possible for the students. The VLE is accessible both on and off site by students and staff.

All Nations' e-learning programme continues to develop and offers online mission training at foundational (non-accredited) and at advanced level (accredited MA Online). The MA Online provides an alternative mode of delivering the postgraduate Masters programme, making it accessible to those unable to study full-time on campus. The programme is blended, with modules being delivered either intensively on campus at key points in the year or online, and offering opportunities for discussion and presentation within All Nations E-learning VLE. The residential and online Masters' programmes operate in tandem with one another, with interaction between residential and e-learning students being one of the most unique features of the College's postgraduate study.

### **4. The 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, 2016-17 comprised 48,227 unique titles, and 57,238 copies in all.

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. Students are able to access the journals via the college intranet (campus VLE), and externally. The Library Resources section of the VLE provides students with access to the library catalogue, and EBSCO throughout the College campus. It provides details of new books added to the library collection, journals contents pages and new job opportunities. It is updated regularly. This resource is also extremely useful for our Postgraduate students, both those studying on campus and online, and for the BA students who are preparing research papers and dissertations. 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 the academic staff members.

The library budget comprises 2.5% of student tuition fees per annum. For the year 2016-17, the allocation was £14,470. 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 who share expertise and resources in a number of areas. An interlibrary loans service is available, enabling students to borrow books, theses, periodical articles, and so on from ABTAPL libraries, the British Library Document Supply Centre (BLDCS) and various other libraries. The library is also a member of Centre for Inclusion and Collaborative Partnerships (CICP)'s Librarians' Network.

The Library Committee, which meets termly, includes representation from students from all levels. All students have the opportunity to give feedback on library services by means of an annual library survey. Any issues raised are addressed in order to enhance students' learning opportunities. The Library Committee reports to the Information and Learning Services Team (ILST) and the ILST reports to the Academic Board. Recently enhancements like plans for fibre internet connection, new photocopying machines to enable scanning of documents and other IT issues have been addressed.

## **5. IT Facilities**

In response to feedback from staff and students many measures were put in place to enhance IT facilities. Last year, access to the internet has been dramatically improved by changing from ADSL to a fibre leased line. This has transformed the experience for staff working from home and for those students who do not live on campus. The College infrastructure which already used gigabit fibre connectivity between buildings, is being upgraded as resources permit to ensure that the full benefit of the increased bandwidth is available throughout the site. Many improvements require significant investment of time and money, and hence these will be spread out over the next couple of years.

Two new HP Servers have been successfully deployed to support key resources within College. They have made an immediate improvement, both in terms of improving responsiveness for users, and for removing file size constraints.

A new Fujitsu Server has been installed to host key College systems and data. This has been fitted with both conventional and solid state drives to provide both fast access to data, and hopefully security by increasing the frequency and number of backup copies that are kept. The available storage capacity and the speed of access have transformed how some material, particularly video files can be used. These new computers have enabled us to remove older slow hardware from service, achieving very significant savings in power consumption and hence also cooling requirements.

While large LED screens provide significant improvements in picture quality over projectors, cost considerations limit the maximum size that can be deployed. Hence a new projector has been

installed in the largest lecture hall in College to obtain an image that all but fills the wall.

A 65" LED screen has been deployed to be used as required in the ground floor of the main house. These rooms are used for short courses, committee meetings exam boards and conferences. The benefits include quieter rooms, since there is no cooling fan, a high resolution picture and a greater colour depth which is particularly useful for displaying promotional material such as photographs and film clips, or financial spread-sheets with much detailed information.

The installation of a smaller TV in a student circulation area to enable students to be informed about opportunities for training and work experience, although an effective communications tool for static information on a single screen, was not suitable for this application where the information was displayed as a slide show across several consecutive pictures.

Each year a small but significant number of students need help with a hardware or software problems with their personal laptops. Each of these is treated as a learning opportunity, with the student being given full support to resolve the problems. In doing so they gain confidence and learn skills that will prove useful in the future.

Although Windows 10 updates cause issues for staff users, there has not been any insurmountable problems following the migration of most users to Windows 10 from Windows 7 or Windows 8 on their work PC's. The migration to Windows 10 required significant resource from the IT Department, and would not have been possible without the additional staffing that was available at the time. Disappointingly it is felt that Windows 10 does require more on-going support than Windows 7, in part because of Windows updates removing user customisations, and because Windows updates have disabled some hardware drivers.

Most staff using desktop computers and some laptop users now use two screens attached to their PC. Several find it helpful to have three screens to enable them to work effectively. During the year, several students were also provided with a second screen to help them overcome particular difficulties using on-line learning materials, and collating information from a number of on-line sources.

## **6. Tutorial Support**

The purpose of students' time at All Nations is not merely to gain knowledge but to develop as a whole person – 'head, heart and hands', including spiritual development, in order to become better equipped for Christian ministry. The tutorial system is just one way in which the College tries to enable that to happen, but it is a very important way.

Each student is assigned a personal tutor and is part of a tutor group comprising around 12 students. Students studying for more than one year will generally have a different personal tutor each year. The student-tutor relationship has several dimensions including academic support, pastoral care and personal development.

Since the aim of All Nations is to equip the whole person - 'head, hearts and hands' - not just academically for Christian Ministry, tutors support students not only in their studies, but in all aspects of their life – personal, professional and spiritual.

Personal tutors meet confidentially with students at least twice a term (either on campus or via video conferencing software) to discuss academic issues and progress, personal or pastoral matters, personal development and spiritual growth. Students may arrange to meet their personal tutor at any other point as required. Personal tutors can be contacted by email via email, phone, or in person during College office hours (0915-1700 UK time Monday – Friday) and out of hours in emergencies).

Students also have the support of the Postgraduate Team members, the Information and Learning Services Team, Module Tutors and other College staff. Module (Subject) Tutors will interact regularly with students both in and outside of class time and are available to answer

queries related to their modules via email, phone, or in person during College office hours (as above).

## **7. Counselling**

Personal and emotional support is offered first through the personal tutor. Further confidential support and advice is also available from the Personal Development tutor. In certain circumstances, such as possible depression or stress related issues, students are encouraged to consult their doctor. If the difficulty relates to personal issues, then students are offered the option of referral to one of several experienced counsellors in the local area. In a few cases, College also provides financial help for students who are seeing an outside counsellor. The whole process is dealt with in confidence.

## **8. Career Service**

Every year the College has a Missions Fair, where 35-40 mission organisations come and display their work with a view to recruiting potential students for mission inside and the outside of the UK. This has proved to be a significant event for finding prospective employment opportunities. Graduates go on to work cross-culturally as educators, medics, water experts, pilots to name a few.

## **9. Equal Opportunities**

The College makes every effort to create conditions in which students and staff are treated solely on the basis of their merit, abilities and potential, regardless of gender, colour, ethnic or national origin, age, socio-economic background, disability or religious affiliation or any of the other protected characteristics of the Equality Act 2010. We believe that this diversity is a positive contribution to the learning experience at All Nations. The College endorses and encourages the use of inclusive language in both the academic and social spheres.

## **10. Physical Disability**

The College is attempting to improve access for those who are physically disabled. Disability audits have been undertaken in the library and in other areas of the campus. Ramps allow entrance to all buildings; there are two toilets for the disabled, and allocated parking spaces for the disabled in the car park. Plans have been made to construct ground-floor bedrooms with facilities suitable for those with disabilities. The College continues to explore ways of improving access to all areas of the buildings within the building constraints of what is a listed building.

## **11. Additional Needs**

All Nations is committed to supporting all students pastorally and academically throughout their studies. It has measures in place to ensure that those with particular needs receive the help they need to be able to participate without disadvantage in all aspects of College life. For full details see the College's 'Learning Support Policy'. This policy can be found in the College 'Policy and Procedure' document, which is posted in the student section of the VLE, on the Postgraduate home page of the e-Learning site and on the College website: [www.allnations.ac.uk](http://www.allnations.ac.uk).

## **6. Criteria for admission**

There are two entry routes: graduate (academic) entry and professional entry. Successful applicants will need to comply with the entry requirements for one of the two entry routes.



### **1. For graduate entry, applicants must fulfill all the following entrance requirements:**

- a. Have a lower second class honours degree (2.2). Some awards require previous study in a compatible discipline (see awards below).
- b. Complete a theological document critique that must satisfy the initial academic standard.
- c. Have a minimum of two years' ministry or cross cultural experience.
- d. Either have completed one year of academic study in Bible or theology or be willing to complete a bridging programme in preparation for the course (evidence of having done this will be requested). This will be available online.
- e. Ability to type, use a word processor and use the internet.
- f. An overall English score of 7.0 academic IELTS at an UKVI approved SELTS Centre, or be a native English speaker (i.e. according to the UKVI list of approved English speaking countries) or have done a previous degree in English. For students who do not require a visa we will also consider a score of 185 or above in the Cambridge Advanced Exam, or a score of 94 or above in the TOEFL (IBT computer-based) English test.

### **2. Awards that require a degree in a compatible discipline are as follows:**

- a. For PG/MA in *Missiology*:

No specific degree required but applicants must still fulfill the graduate or professional entry requirements.

- b. For PG/MA in *Transformational Development*:

A degree that includes substantial study of development.

- c. For PG/MA in *Transformational Leadership*:

A degree that includes substantial study of leadership.

- d. For PG/MTh in *Contextual Theology*:

A degree that includes substantial study of Bible or theology.

- e. For PG/MA in *Global Ecclesiology*:

No specific degree required but applicants must still fulfil the graduate or professional entry requirements

- f. For PG/MA in *Multi-Cultural Church in Practice*

No specific degree required but applicants must still fulfil the graduate or professional entry requirements.

### **3. Postgraduate Professional Requirements for Entry:**

Applications will also be considered from those who fulfil all the following:

- a. Have good professional qualifications.
- b. Demonstrate the academic ability to study at Postgraduate level.
- c. Have a minimum of seven years' experience in a mission/ leadership/church ministry/ development context.
- d. Complete a theological document critique that must satisfy the initial academic standard.
- e. Be willing to complete a bridging programme in preparation for the course (evidence of having done this will be requested). This will be available online.
- f. Ability to type, use a word processor, and use the internet.

- g. An overall English score of 7.0 academic IELTSs sat at an UKVI approved SELTS Centre, or be a native English speaker (i.e. according to the UKVI list of approved English speaking countries) or have done a previous degree in English. For students who do not require a visa we will also consider a score of 185 or above in the Cambridge Advanced Exam or a score of 94 or above in the TOEFL (IBT computer-based) English test.

All students will initially be admitted to the Postgraduate Certificate. Those wishing to upgrade to a Masters must complete all core module assignments to the required academic standard.

All new students are expected to have access to the internet by the beginning of September in order to access the preparatory Study Skills and pre-reading materials. Those who have not studied academically in the past three years are expected to complete these basic lessons, preferably before arrival at college, but certainly by the end of the second week of term 1 at the latest.

## 7. Language of study

English

## 8. 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, 2014). A variety of assessment methods are used appropriately to enable students to meet the intended learning outcomes and demonstrate different skills at each stage of the Postgraduate Programme. Assessments include essays, oral presentations, book critiques, research paper poster presentations and research projects. Students have the opportunity to encounter these assessment methods, as they progress from PG Cert to Masters level.

All Nations Assessment Policy aims to promote good practice, consistency and rigour in assessment design and practice in terms of the:

- (a) overall clarity and student understanding of assessment criteria and assignments
- (b) promotion of learning (including the quality of feedback to students)
- (c) evaluation of attainment of the intended learning outcomes
- (d) appropriateness to the student profile, level and mode of study
- (e) consistency and rigour of marking
- (f) internal moderation and scrutiny by external examiners.

### 1. Purposes of Assessment

The purpose of assessment is to:

- (a) evaluate the extent to which students have achieved the desired learning outcomes of their programme, or part of their programme, in order to record that achievement for the award of credit and to recognise student achievement - summative assessment.
- (b) provide opportunities for students to receive feedback on their learning in order that they can improve - formative assessment
- (c) provide an indicator of a learner's aptitude for a programme of study and to identify possible learning problems - diagnostic assessment.
- (d) provide opportunities for staff to receive feedback on their teaching in order that they can

improve - quality assurance and enhancement

## **2. Guiding principles of summative assessment**

Assessment must reflect programme content and be valid, reliable and fair to be effective. This applies in the following areas:

- (a) the method of assessment will be appropriate to the curriculum and the achievement of the learning outcomes
- (b) assessment will be designed to encourage learning; to provide a range of learning opportunities to students; and to meet the diverse needs of students
- (c) multiple assessment methods will be used to counter possible bias associated with individual methods and should be consistent with learning and teaching practice
- (d) assessment tasks will be designed with due regard for security to limit or prevent fraudulent activity
- (e) assessment criteria will be aligned to learning outcomes
- (f) each module will be assessed independently within the term(s) in which it is delivered
- (g) assessment of students with disability shall be in accordance with College policy
- (h) assessment tasks will be clearly stated in the module descriptor.

## **3. Marking, grading and internal moderation**

- assessment practice and grading will be criteria based;
- assessment marking and grading schemes will be consistent and rigorous;
- all summative assessment will be subject to the application of appropriate internal and external moderation procedures
- student work is internally and externally moderated. Internal and external moderations assess the correct application of marking criteria and procedures. Resolution of differentials in Internal marking is done through discussion between markers and internal moderators. Where no resolution can be agreed internally referral is made to the External Examiners, who moderate the marking process but do not mark students' work.
- written work is submitted anonymously to ensure that markers and moderators are not unduly influenced by their personal knowledge of the students.

The assessment for each module may be made up of several components. Each assessed component must be passed in order to complete the module. Each component will initially be marked (usually by the Module Leader) on a scale of 0 to 100%. The pass mark for each component is 50%. For instance, a module may have a presentation worth 15% of the final grade and an essay worth 85% of the final grade. The presentation and the essay must each achieve a mark of at least 50%. The module cannot be passed by achieving a high score in one component and a score of below 50% in the other.

Once the percentage scores for each of the components have been obtained (and internal moderation has taken place), the final grade for the module is calculated according to the weighting of each component. Where the result of the calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5%, this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used. Rounding is only undertaken at the final point in the calculation, not for the weighting of each component. Again, the pass mark for the whole module is 50%.

## **4. Word limits, penalties and deadline**

The set word limits for all written work, including the extended essay or dissertation, are to be taken seriously. Quality, not quantity, is what is assessed by the examiners. It is also a part of academic and 'real-life' discipline to be able to keep to limits. Footnotes and bibliography are not

counted in the word limit. However, footnotes should mainly be used to cite references to works consulted. Discrete and sparing use of appropriate comments is possible, but any substantive comments and arguments should be put in the main text, not in the footnotes.

If the work exceeds the published word limit, there is a penalty of 2% for every additional 100 words (or up to 100 words). For example, if the limit is 2,500, an essay with between 2,501 and 2,600 words would have the mark reduced by 2%; an essay with 2,601-2,700 words would lose 4%, etc.

A calendar of deadlines for Level 7 residential and online students can be found in section 2 of this Handbook. The precise deadline for all written assignments 5.00pm on the deadline day, unless otherwise stated by the module tutor.

The assessment regulations are detailed extensively in section 10 of the Programme Handbook.

## **5. Supporting student learning**

Students will be provided with a full explanation of the assessment criteria involved in the Programme, in order for them to be fully engaged with each assessment and its value to them in the learning process. The following information will be provided at the start of each module/commencement of the Programme, as appropriate:

- the rationale for the specific nature and timing of the assessment tasks;
- the assessment criteria for each element of assessment
- assessment marking and grading schemes
- the specific elements of assessment on which students will be given feedback, the method and timescale to be employed

Additionally:

- feedback to students will seek to support learning and facilitate improvement
- the amount of assessment should be sufficient but not exceed what is required to evaluate the learning outcomes of each module in the Programme.

## **9. Methods for evaluating and improving the quality and standards of teaching and learning.**

### **1. Peer-observation of Teaching**

In order to enhance students' learning opportunities in the area 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 by 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. Good practices are disseminated across the teaching team. Both the tutor and observer are required to sign a form stating the details of the peer-observation which is kept as a record in the Academic Office.

### **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 doctoral level, (b) continuing of 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 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 residential 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 Representation in the Postgraduate Committee.**

The Postgraduate Committee is directly responsible for the running of the Postgraduate Programme. It is chaired by the Postgraduate Programme Leader, and comprises members of the Academic staff who teach on the Masters programme plus a student representative. This is the primary body to which any questions or concerns should be addressed, through either student representatives or the Postgraduate Programme Leader.

The student representative is asked to collect feedback on teaching and learning and bring them to the Postgraduate Committees once a term. The Postgraduate 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 Postgraduate 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.

### **6. Termly Module Evaluation by Students**

At the end of every module, 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 the last two columns of the collated module feedback where they give 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 concerned tutors for improvements. The Academic Board receives the minutes of these committees.

Student representative 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 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. In the last two years they were able to do this through the VLE. The evaluation form requests feedback on the programme as a whole, aspects of teaching and learning, assessments, library and IT 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 are 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 appointed 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 and are sent selections of essays scripts. They are also consulted over the general running of the programmes 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 College has several boards and committees who handle academic affairs and who seek to monitor standards and quality of teaching. The QA 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 Postgraduate programme reports, external examiners' reports, and programme and module evaluations by students. It actively involves students in monitoring the quality of teaching and learning. The QA Committee consists of three members of the Academic Staff, four student representatives, one from each year and two external members. It is chaired by an External member. The QA Committee takes its authority from the Academic Board and is authorised to deal with all matters relating to the monitoring of quality within the academic programme. It reports to the Academic Board and meets once every term.

The Academic Board has overall responsibility for the whole College curriculum of all programmes. It includes all the tutors plus four student representatives, chosen by the Student Body. Three External Members are also appointed. The Academic Board usually meets once a Term.

## **10. The Open University Annual Monitoring**

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 an 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 Exam Board to monitor the procedure we have in place.

## **11. The QAA – HER Process**

The College reviews its strategies, policies, regulations and procedures against the QAA Quality Code which are approved by the Academic Board to ensure we continue to maintain academic standards. The programme includes reference to the appropriate QAA Subject Benchmark Statements for Theology and Religious Studies as part of the curriculum design and content. When developing or restructuring programmes for revalidations, the FHEQ is always 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 template is followed and is subject to detailed discussion in preliminary and final 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.

## 10. Changes made to the programme since last (re)validation

Over the last 5 years, module and overall course content has continued to be developed and updated in line with emerging developments in respective subject areas. A selection of developments from different subject areas is given below.

### **(a) Study Skills & Research Methods**

Over this period significant developments have occurred in the area of study skills and research methods, particularly through the development of the M1 and M15 modules. These have contributed significantly to the quality of the programme, and particularly to the standard of Dissertations being submitted.

### **(b) Core Modules, Contextual Theology and Contemporary Mission Studies**

The publishing and response to four major global consultations in 2010, especially in Edinburgh and in Cape Town, continues to shape the field of Mission Studies. Regnum publishers have produced more than 30 credible volumes since Edinburgh 2010, and the materials and responses to these consultations continue to feed into and shape the current syllabus.

New writing and reflection, particularly in the area of contextual theology and global theology are reflected in the M8 & M9 modules and efforts are made to keep abreast of developments in African, Asian and Latin-American spheres. The field of world Christianity continues to expand as evidenced by the recent book *Relocating World Christianity* (2017). The polycentric character of mission-sending is another growing area of interest that impacts on Mission Studies and practice.

### **(c) Leadership**

The leadership modules and exit award continue to engage with both secular and Christian leadership material, and seek to enable students to engage critically with both these strands. An increased emphasis on the challenges and opportunities of cross-cultural leadership and the leadership of multi-cultural teams has been built into the courses, drawing on the increasing breadth of material on cross-cultural management and leadership. The emphasis on mission strategy continues to make use of a case study approach to ensure students understand both the theory and practice of mission strategy development and implementation.

### **(d) Development studies**

The development modules have continued to keep pace with the fast changing field of development discourse and practice, critiquing traditional development discourse, and highlighting competing and alternative narratives. An increased recognition of the role of power

has been included and power and systems approaches to development, building on ideas behind complexity theory. The implications for this thinking on the conventional project approach to development are also explored. More recent analysis and research on the social impact of inequality has also been built into the programme.

**(e) Arts with Mission**

The retention of Worship/Liturgy elements in the two new thematic awards (*Global Ecclesiology* and *Multi-Cultural Church in Practice*) reflects the growing interest in the relationship of contextual theology to the areas of worship and liturgy (including music and other arts) as exemplified by the rise of the study of 'Ethnodoxology' and organizations seeking to promote the use of a range of musical styles, including those drawing on ethnomusicology, in Christian worship. This is especially important in the areas of ecclesiology and multicultural church settings.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template



## Annexe 1 - Curriculum Map – Masters programme

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

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
7	M1 MISSION REFLECTION & INTEGRATION	X	X	X	X	X	X		X	X			X	X	X				X	X	X	X	X	
	M2 BIBLICAL & THEOLOGICAL FOUNDATIONS FOR MISSION	X	X		X	X	X		X	X		X	X		X			X		X	X	X	X	
	M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	X	X	X	X		X	X	X	X	X			X	X		X	X		X	X	X	X	
	M4 Principles & Practices of Community Transformation	X	X			X	X	X	X	X		X		X	X					X	X	X	X	X
	M5 Planning & Managing for Transformational Change	X		X	X	X				X		X		X	X		X			X	X	X	X	X
	M6 Leadership	X		X	X	X	X		X			X		X		X	X	X	X	X	X	X	X	X
	M7 Mission Strategy	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X			X	X		X
	M8 Methods & Models of Contextual Theology	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X				X	X	X
	M9 Missiological Issues in Contextual Theology	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X				X	X	X
	M12 Contextual Engagement with Islam																							
	M16 Church Imagined for a Global Age	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X		X	X	X	X	X
	M17 Multi-Cultural Ministry	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X		X	X	X	X	X
	M18 Extended Essay	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X
	M20 Research Strategies	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X
M21 Research in Mission	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	

## Curriculum Map – Postgraduate Diploma Programme

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

Level	Study module/unit																					
		A1	A2	A3	A4		B1	B2	B3	B4	B5		C1	C2	C3	C4	C5		D1	D2	D3	D4
7	M1 MISSION REFLECTION & INTEGRATION	X	X	X	X		X		X	X			X	X	X				X	X	X	X
	M2 BIBLICAL & THEOLOGICAL FOUNDATIONS FOR MISSION	X	X		X		X		X	X			X			X			X		X	X
	M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	X	X	X	X		X	X	X	X	X		X	X		X			X	X	X	X
	M4 Principles & Practices of Community Transformation	X	X				X	X	X	X			X	X					X	X	X	X
	M5 Planning & Managing for Transformational Change	X		X	X					X			X		X		X		X	X	X	X
	M6 Leadership	X		X	X		X		X				X		X	X	X		X	X	X	X
	M7 Mission Strategy	X	X	X	X		X	X	X	X			X	X	X	X	X			X	X	
	M8 Methods & Models of Contextual Theology	X	X	X	X		X	X	X	X	X			X	X	X					X	X
	M9 Missiological Issues in Contextual Theology	X	X	X	X		X	X	X	X	X			X	X	X					X	X
	M12 Contextual Engagement with Islam																					
	M16 Church Imagined for a Global Age	X	X	X	X		X	X		X			X	X	X	X	X		X	X	X	X
	M17 Multi-Cultural Ministry	X	X	X	X		X	X	X	X			X	X	X	X	X		X	X	X	X
	M18 Extended Essay	X	X	X	X		X	X	X	X	X		X	X	X	X	X		X	X	X	X
M20 Research Strategies	X	X	X	X		X	X	X	X	X		X	X	X	X	X		X	X	X	X	

## Curriculum Map – Postgraduate Certificate Programme

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

Level	Study module/unit																	
		A1	A2	A3		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3
7	M1 MISSION REFLECTION & INTEGRATION	X	X	X		X		X	X		X	X	X		X	X	X	
	M2 BIBLICAL & THEOLOGICAL FOUNDATIONS FOR MISSION	X	X			X		X	X		X			X		X		X
	M3 ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	X	X	X		X	X	X	X		X	X		X		X	X	X
	M4 Principles & Practices of Community Transformation	X	X			X	X	X	X		X	X				X	X	X
	M5 Planning & Managing for Transformational Change	X		X					X		X		X		X	X	X	
	M6 Leadership	X		X		X		X			X		X	X		X	X	X
	M7 Mission Strategy	X	X	X		X	X	X	X		X	X	X	X			X	X
	M8 Methods & Models of Contextual Theology	X	X	X		X	X	X	X			X	X	X				X
	M9 Missiological Issues in Contextual Theology	X	X	X		X	X	X	X			X	X	X				X
	M12 Contextual Engagement with Islam																	
M18 Extended Essay	X	X	X		X	X	X	X		X	X	X	X		X	X	X	

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.