

# Programme Specification

## 1. Overview/ Factual Information

<b>Programme/award title(s)</b>	BA (Hons) in Biblical and Intercultural Studies
<b>Teaching Institution</b>	All Nations Christian College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	April 2017
<b>Next revalidation</b>	April 2022
<b>Credit points for the award</b>	Certificate in Higher Education (Cert. HE) – 120; Diploma in Higher Education (Dip. HE) – 240; Bachelor of Arts (BA [Hons]) – 360
<b>UCAS Code</b>	COAY
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	Theology and Religious Studies (2014)
<b>Other external and internal reference points used to inform programme outcomes</b>	QAA FHEQ (2008) QAA Higher Education Credit Framework (2008) QAA The UK Quality Code for Higher Education (2015) SEEC Credit Level Descriptors (2016)
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Cert. HE – 1 year (FT); Dip. HE – 2 years (FT); BA (Hons) – 2 or 3 years (FT)
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	March 2022
The following applies to both validated and non-validated programmes	

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

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

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

## 2.1 Educational aims and objectives

### **Certificate in Higher Education (Cert. HE)**

The Cert. HE one-year 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 Cert. HE 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 a 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 All Nations Cert. HE programme 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 and in which students learn through participation and engagement within a learning community

### **Diploma in Higher Education (Dip. HE)**

The Dip. HE two-year 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 Dip. HE 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 All Nations Dip. HE programme 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 and in which students learn through participation and engagement within a learning community.

### **Bachelor of Arts (BA Hons)**

The BA (Hons) two or three-year 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 All Nations BA (Hons) programme 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 and 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 are able to extend skills developed in the classroom through wider activities such as tutor groups and community worship and in their ministry placements - especially in the area of the presentation and application of their own ideas 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 Introduction to Christian Theology module 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 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 ministry placements.

The church history elements of mission are distributed throughout the programme. For example, there are Case Studies in level 4 Integral Mission Foundation and Practice core module and level 5 core module on Theology of Mission will consider the inter-relationship between mission studies and specific historical events and contexts from the 1860s to the modern era. In the regional modules on missional issues, students will 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 document (Section 4).

### **The Aims of Spiritual Formation Process**

One of the main aims of the college program is to facilitate spiritual formation through a process which 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 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 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 serves to ensure consistency of assessment across the tutors.

## 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 three-year BA is a nested programme with one-year Cert. HE and two-year Dip. HE 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 the MA in Contemporary Mission Studies or other postgraduate studies in the field of Theology and Religious Studies.

### 3. Programme outcomes

Intended learning outcomes are listed below.

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><b>Certificate</b></p> <p>A1 have a working knowledge of certain key global issues, 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 other 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 Christian doctrine and practice, as they have developed through the centuries.</p>	<p><b>Learning and Teaching:</b></p> <p>A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, videos, bibliographies of appropriate published material and feedback on assignments.</p> <p><b>Assessment:</b></p> <p>A1-4 A wide range of assignments including written work (workbooks, reading logs and exams), presentations (individual and group) and the creation of a piece of artwork.</p>
<p><b>Diploma</b></p> <p>A1 have a detailed knowledge 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 contextual applications.</p> <p>A3 have a knowledge of aspects of, and diversity within, the history</p>	<p><b>Learning and Teaching:</b></p> <p>A1-4 Knowledge and understanding is acquired through lectures, seminars, workshops, videos, bibliographies of appropriate published material and feedback on assignments. Seminars provide opportunities for discussion and engagement with new insights.</p> <p><b>Assessment:</b></p>

<b>3A. Knowledge and understanding</b>	
<p>and religious perspectives of at least one region of the world (e.g. political, social, theological, textual, ritual, ethical and aesthetic), how social structures impact Christian work in these regions, and their relation 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.</p>	<p>A1-4 A wide range of written assignments including written work (reading logs and examinations), student presentations (individual and group), and the creation of a piece of art work.</p>
<p><b>BA (Hons)</b></p> <p>A1 have a critical understanding of a wide range of key global issues, theoretical concepts and working principles addressed in current research concerning the interdisciplinary study of cross-cultural mission.</p> <p>A2 have a systematic understanding of relevant biblical texts, their exegesis and 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 limits and ambiguity of relevant contemporary models, 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 issues.</p>	<p><b>Learning and Teaching:</b></p> <p>A1-4 Knowledge and understanding is acquired through lectures, seminars, workshops, videos, appropriate published material and feedback on assignments. Seminars provide opportunities for discussion and critical engagement with new insights. At Level 6, personal research assumes greater importance.</p> <p><b>Assessment:</b></p> <p>A1-4 Assessed by a combination of written assignments (essays, research projects, written reports), presentations (individual and group) and examinations. Level 6 students must write a major research paper.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On successful completion of the programme, students will:</i></p> <p><b>Certificate</b></p> <p>B1 be able to assess relevant key themes, principles and concepts in the interdisciplinary study of mission.</p> <p>B2 be able to engage with basic issues of interpretation raised by the study of texts, biblical and other, utilising a range of secondary sources.</p> <p>B3 be critically aware of the various cultural contexts in the interpretation of selected texts, biblical and other, with reference to a range of secondary sources.</p> <p>B4 be able to evaluate quantitative and qualitative data.</p>	<p><b>Learning and Teaching:</b></p> <p>B1-4 Cognitive skills are taught through lectures, workshops, seminars and group discussion, student led presentations, case studies and group work.</p> <p><b>Assessment:</b></p> <p>B1-4 Written and creative assignments within workbooks, individual or group presentations and examinations.</p> <p>B1 Performances</p> <p>B1-3 Reading logs</p>
<p><b>Diploma</b></p> <p>B1 be able to analyse and evaluate selected key themes and concepts.</p> <p>B2 have engaged with a variety of issues of interpretation raised by the study of texts, biblical and other, with critical use of secondary sources.</p> <p>B3 be able to exegete and interpret various texts, biblical and other, using appropriate secondary sources, being critically aware of their cultural contexts and understand how values and beliefs may influence behaviour and expression therein, leading to appropriately contextualised applications.</p> <p>B4 be able to critically assess and interpret qualitative and quantitative data.</p>	<p><b>Learning and Teaching:</b></p> <p>B1-4 Cognitive skills are taught by lectures, workshops, seminars and group discussion, student led presentations, case studies and group work.</p> <p><b>Assessment:</b></p> <p>B1-4 A variety of written assignments, individual and group presentations and examinations</p> <p>B1,4 Written reflections on field work</p> <p>B1 Performances</p> <p>B2-3 Book critiques</p>

### 3B. Cognitive skills

#### BA (Hons)

- B1 be able to critically analyse and evaluate key themes and concepts, whilst recognising their ambiguities and limitations, using primary and secondary sources,
- B2 be critically aware of the various cultural contexts and their applications as they exegete and interpret texts, biblical and other, and seek to understand how change is effected within a different cultural context.
- B3 intelligently use a number of complementary and contemporary methods of investigation (e.g. philosophical, anthropological, sociological, historical and hermeneutical) whilst appreciating their uncertainty and limits.
- B4 be able to critically assess, synthesize, interpret and apply different kinds of evidence.

#### Learning and Teaching:

B1-4 Cognitive skills are taught by lectures, workshops, seminars and group discussion, field research, student led presentations, case studies and group work.

#### Assessment:

B1-4 A variety of written assignments, individual and group presentations, written reflections on field and bibliographical research, and examinations.



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><b>Certificate</b></p> <p>C1 be informed members of the Church in society and able to contribute to Christian organisations.</p> <p>C2 have acquired some relevant practical skills for living and serving in a multi-cultural context.</p> <p>C3 be better equipped to apply the biblical message in contemporary mission and cultural contexts and be able to live-out and communicate the Christian gospel effectively with awareness and sensitivity.</p> <p>C4 be able to nurture their own personal and spiritual development and understanding, recognising the importance of self-awareness, pastoral skills and self-leadership.</p>	<p><b>Learning and Teaching:</b></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 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 Portfolio 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><b>Assessment:</b></p> <p>C1-4 Students' communication skills will be assessed in speakers' groups.</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>C4 Each student completes a formative Personal Development Portfolio in consultation with their tutor.</p>

### 3C. Practical and professional skills

#### Diploma

- C1 be informed, committed members of the Church in society; able to constructively contribute to Christian organisations.
- C2 have acquired a range of relevant practical skills for living and serving in a multi-cultural context.
- C3 be able to apply the biblical message to a wide range of contemporary mission contexts and able to live-out, and communicate the Christian gospel effectively with those of a different faith and/or culture with sensitivity to the cultural context.
- C4 be able to nurture their own personal and spiritual development and understand the importance of self-awareness and pastoral skills, demonstrating leadership skills in a team.

#### Learning and Teaching:

- 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 engage in a Ministry Internship of 3-5 weeks in a cross-cultural context. Practical courses provide opportunity to acquire and develop a range of practical skills.
- C1-4 Community life and worship provide opportunities to develop ministry skills.
- C4 A Personal Development Portfolio 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.

#### Assessment:

- C1-4 Ministry Placement skills and personal development are assessed through a written reflective report in cooperation with their tutor and Ministry Placement Supervisor.
- C1-4 Block Placement skills and personal development are assessed through a written reflective report in cooperation with their tutor and Ministry Internship Supervisor.
- C4 Each student completes a formative Personal Development Portfolio in consultation with their tutor.

### 3C. Practical and professional skills

#### BA (Hons)

- C1 be informed, committed and influential members of the Church in society; able to effectively and persuasively contribute to Christian organisations.
- C2 have acquired reflective practitioner skills for living and serving in a multicultural context.
- C3 be able to relate the biblical message to contemporary contexts and train those of a different cultural background to effectively live out, communicate and teach the Christian gospel with awareness and sensitivity of the cultural context to a diversity of audiences.
- C4 be able to take the initiative in nurturing their own personal and spiritual development, recognising the importance of self-awareness and pastoral skills whilst demonstrating leadership in complex and ambiguous missional contexts.

#### Learning and Teaching:

- 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 opportunity to acquire and develop a range of vocational skills.
- C1-4 Community life and worship provide opportunities to develop ministry and leadership skills.
- C4 A Personal Development Portfolio 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.

#### Assessments:

- C1-3 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.
- C2-3 Assignments within the Level 6 modules will require students to develop relevant tools and practical experience in training others.
- C2-4 Opportunities to practice and develop leadership skills are given through the College tutorial system and extra-curricular activities.
- C4 Each student completes a formative Personal Development Portfolio in consultation with their tutor.

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><b>Certificate</b></p> <p>D1 be able to select, summarise and synthesise information, including the full range of library resources, IT facilities and the internet.</p> <p>D2 be able to manage resources and time effectively and reflect on one's strengths and weaknesses as a learner.</p> <p>D3 write with coherently and effectively, able to develop coherent lines of argument as well as communicate orally and visually in a way that is clear and well-structured.</p> <p>D4 be able to work collaboratively as members of a team or group, demonstrating self-awareness, openness, ability to engage with, and reflect on, the ideas and arguments of others, in a way which allows each individual's gifts and talents to develop effectively.</p>	<p><b>Learning and Teaching:</b></p> <p>D1-3 Research skills are promoted formally and informally in self-directed learning and appropriate assignments. Questionnaires are utilised 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><b>Assessment:</b></p> <p>D1-4 The workbook is assessed not only on its 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>
<p><b>Diploma</b></p> <p>D1 have demonstrated the ability to select, summarise, synthesise and apply information, including the full range of library resources, use of IT and the internet.</p> <p>D2 be able to manage resources and time effectively, and reflect upon and evaluate their strengths and weaknesses as a learner.</p> <p>D3 write coherently and effectively, communicate orally in a manner that is clear and well-structured (using appropriate audio-visual methods), and relate material to an intended audience.</p> <p>D4 be able to work collaboratively and, if necessary lead, as members of a team or group demonstrating critical self-awareness about</p>	<p><b>Learning and Teaching:</b></p> <p>D1-3 Research skills are promoted formally and informally in 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><b>Assessment:</b></p>

3D. Key/transferable skills	
<p>their own beliefs, commitments, and prejudices, and sympathetic openness towards those of others in a way which allows each individual talent to be used effectively.</p>	<p>D1-4 The written assignments and exams are assessed not only on their informational content but on their structure, coherence, and clarity, and on presentational aspects.</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>
<p><b>BA (Hons)</b></p> <p>D1 be able to select, summarise, synthesise and apply information, including the full range of library resources, use of IT and the internet, in a coherent, critical and detailed manner.</p> <p>D2 critically manage resources and time effectively in independent study.</p> <p>D3 be able to present written and oral material in a coherently organised form relevant to complex and ambiguous cultural contexts, clearly and in a well-structured manner, using appropriate audio-visual methods, 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><b>Learning and Teaching:</b></p> <p>D1-4 Research skills are promoted formally and informally in self-directed learning and appropriate assignments. All written assignments are word processed and presented in a scholarly format. Students are required to make use of internet resources in their written papers. Learning support (e.g. essay writing, exam techniques, and research methods) is provided in order to promote independent learning.</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><b>Assessment:</b></p> <p>D1-4 The written assignments and exams are assessed with greater emphasis on their structure, coherence, clarity, criticality and presentational aspects.</p> <p>D1-3 Research paper core module.</p>

#### 4. Programme Structure

Programme Structure - Level 4			
Compulsory Modules	Credit Points 120 Required	Optional Modules	Credit Points
PERSONAL AND SPIRITUAL FORMATION	10		
MINISTRY PLACEMENT	10		
PERSONAL GROWTH	10		
INTERPERSONAL SKILLS	10		
OLD TESTAMENT AND MISSION	15		
NEW TESTAMENT AND MISSION	10		
INTRODUCTION TO CHRISTIAN THEOLOGY	15		
INTRODUCTION TO CULTURE AND RELIGION	15		
INTEGRAL MISSION FOUNDATIONS AND PRACTICE	25		

Programme Structure - Level 5			
Compulsory (Core) Modules	Credit Points 70 Required	Optional (Elective ) Modules	Credit Points 50 Required
PERSONAL AND SPIRITUAL FORMATION	10	Leadership Pastoral Care	10 10
MINISTRY PLACEMENT	10	Hermeneutics and Homiletics in a Global Age	10
MINISTRY INTERNSHIP	10	Psalms and Wisdom Literature	10
PENTATEUCH	10	Pauline Literature	10
SYNOPTIC GOSPELS	10	Acts of the Apostles	10
THEOLOGY OF MISSION	10	New Testament Greek	10 or 20
MISSIOLOGICAL ANTHROPOLOGY	10	Urban Mission	10
		Engaging with Islam (Dec)	10
		Islam: Faith and Practice	10
		Africa: Missional Issues	10
		Asia: Missional Issues	10
		Latin America: Missional Issues	10
		Europe: Missional Issues	10
		Research Paper*	10
		Holistic Community Transformation	10
		Holistic Community Programme Management	10
		Visual and Western Culture	10
		Creative Media and E-Mission	10
		Performing Arts in Education	10
		Arts for a Better Future	10
		Multicultural Worship	10

- \*Non-taught module
- Level 5 elective modules must be selected from more than one vocational specialism. It is strongly recommended that one module should be a regional studies module.

Programme Structure - Level 6			
Compulsory Modules	Credit Points 50 Required	Optional Modules	Credit Points 70 Required
PERSONAL AND SPIRITUAL FORMATION	10	Intercultural Team Leadership	10
MINISTRY PLACEMENT	10	Teaching Adult Learners	10
RESEARCH IN MISSION	30	Isaiah	10
		Johannine Literature	10
		Old Testament Theology	10
		New Testament Theology	10
		Intercultural Evangelism and Apologetics	10
		Biblical Hebrew	10 or 20
		Advanced Mission Studies*	10
		Church-Planting and Discipleship	10
		Religion and Society	10
		Global Migration and Diaspora Studies	10
		Contemporary Islam	10
		Vulnerability and Resilience	10
		Holistic Community Programme Management	10
		Global Peace and Justice Studies	10
		Performing Arts in Community	10
		Music and Global Worship	10
		Arts, Culture and Identity	10

- \*Non-taught module
- Level 6 elective modules must be selected from more than one vocational specialism and must also include at least one biblical and theological module from the 'theology and Ministry' specialism.



## Annexe 1 - Curriculum map

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

Level 4	Study Module/Unit	Programme Outcomes																		
		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
	PERSONAL AND SPIRITUAL FORMATION	X			X		X						X		X			X	X	
	MINISTRY PLACEMENT	X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X
	PERSONAL GROWTH	X					X			X			X	X	X		X		X	X
	INTERPERSONAL SKILLS	X					X						X	X					X	X
	OLD TESTAMENT AND MISSION		X				X	X	X					X			X		X	X
	NEW TESTAMENT AND MISSION		X				X	X	X					X			X		X	X
	INTRODUCTION TO CHRISTIAN THEOLOGY	X		X	X		X		X	X		X	X	X	X			X	X	X
	INTRODUCTION TO CULTURE AND RELIGION	X		X			X			X		X	X	X	X		X	X	X	X
	INTEGRAL MISSION FOUNDATION AND PRACTICE	X	X	X	X		X	X	X	X		X	X	X			X	X	X	X

Level 5	Study Module/Unit	Programme Outcomes																		
		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
	PERSONAL AND SPIRITUAL FORMATION	X	X				X	X					X		X			X	X	X
	MINISTRY PLACEMENT	X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	
	MINISTRY INTERNSHIP	X	X				X	X	X	X		X	X	X	X			X	X	X
	PENTATEUCH		X				X	X	X					X	X		X	X	X	
	SYNOPTIC GOSPELS	X	X	X			X	X	X	X			X	X			X	X	X	X
	THEOLOGY OF MISSION	X		X	X		X	X	X	X			X	X	X		X			X
	MISSIOLOGICAL ANTHROPOLOGY	X		X			X			X		X	X	X			X		X	X
	Leadership	X	X				X	X	X			X	X		X		X	X	X	X
	Pastoral Care	X					X	X				X	X		X		X		X	
	Hermeneutics and Homiletics in a Global Age	X	X	X				X	X	X			X	X				X	X	
	Psalms and Wisdom Literature		X				X	X	X					X	X		X	X	X	
	Pauline Literature		X				X	X	X					X	X		X	X	X	
	Acts of the Apostles		X				X	X	X					X	X		X	X	X	
	New Testament Greek	X					X	X	X				X				X		X	X
	Urban Mission	X		X	X		X		X	X		X	X	X			X	X	X	X
	Engaging with Islam (Dec)	X		X	X		X		X	X		X	X	X			X		X	X
	Islam: Faith and Practice	X		X	X		X		X	X		X	X	X			X		X	X
	Africa: Missional Issues	X		X	X		X		X	X		X	X	X			X		X	X
	Asia: Missional Issues	X		X	X		X		X	X		X	X	X			X		X	X
	Latin America: Missional Issues	X		X	X		X		X	X		X	X	X			X		X	X
	Europe: Missional Issues	X		X	X		X		X	X		X	X	X	X		X		X	
	Research Paper	X	X				X	X	X	X				X	X		X	X	X	

	Holistic Community Transformation	X	X	X	X		X	X	X	X		X	X	X			X	X	X	X
	Holistic Community Practice Management	X		X			X		X	X		X	X				X	X	X	X
	Visual and Western Culture	X	X	X	X		X		X	X			X	X	X		X	X	X	X
	Creative Media and E-Mission	X	X	X	X		X		X	X			X	X	X		X	X	X	X
	Performing Arts in Education	X	X	X	X		X		X	X			X	X	X		X	X	X	X
	Arts for a Better Future	X	X	X	X		X		X	X			X	X	X		X	X	X	X
	Multicultural Worship	X	X	X	X		X	X	X	X			X	X	X		X	X	X	X

Level 6	Study Module/Unit	Programme Outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	PERSONAL AND SPIRITUAL FORMATION	X				X	X		X		X		X	X	X	X	
	MINISTRY PLACEMENT	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RESEARCH IN MISSION: Paper	X	X	X	X	X	X	X	X			X		X	X	X	X
	RESEARCH IN MISSION: Extended Arts Project	X	X	X	X	X	X	X	X			X		X	X	X	X
	Intercultural Team Leadership	X		X		X	X	X	X	X	X	X	X	X	X	X	X
	Teaching Adult Learners			X	X	X			X		X	X		X	X	X	X
	Isaiah		X			X	X		X			X	X	X	X	X	
	Johannine Literature	X	X			X	X	X	X			X	X	X	X	X	X
	Old Testament Theology		X			X			X			X		X	X	X	
	New Testament Theology	X	X		X	X	X		X		X	X		X	X	X	X
	Intercultural Evangelism and Apologetics	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
	Biblical Hebrew	X				X	X		X		X			X	X		
	Advanced Mission Studies	X	X	X	X	X	X	X	X			X		X	X	X	X
	Church-Planting and Discipleship	X		X	X	X		X	X	X	X	X		X			X
	Religion and Society	X		X		X		X	X	X	X			X	X	X	X
	Global Migration and Diaspora Studies	X		X		X		X	X	X		X		X		X	X
	Contemporary Islam	X		X	X	X	X	X	X	X	X	X		X		X	X
	Vulnerability and Resilience	X		X		X	X	X	X	X	X	X	X	X	X	X	X
	Holistic Community Programme Management	X		X		X		X	X	X	X	X	X	X	X	X	X
	Global Peace and Justice Studies	X		X		X	X	X	X	X	X	X		X	X	X	X
	Performing Arts in Community	X		X		X	X	X			X	X	X	X	X	X	X
	Music and Global Worship	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
	Arts, Culture and Identity	X		X	X	X	X	X	X		X	X		X	X	X	