



# THE COMMON AWARDS

## CERTIFICATE of Higher Education in Theology, Ministry and Mission

### Programme Specification

<b>1. Programme Title</b>	Certificate of Higher Education (CertHE) Theology, Ministry and Mission
<b>2. Awarding Institution</b>	Durham University
<b>3. Teaching Institution</b>	Oak Hill College
<b>4. Final Qualification</b>	Certificate of Higher Education (CertHE) Theology, Ministry and Mission
<b>5. Year of Validation</b>	Academic Year 2026-27
<b>Year of Amendment</b>	N/a
<b>6. Language of Study</b>	English
<b>7. Mode of Study</b>	Full time / Part time
<b>8. Duration</b>	One year (Full time) [Two Semesters] / Two years (Part Time) [Four Semesters]

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## 1. Name of Programme

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Certificate of Higher Education in Theology, Ministry and Mission

### AIMS AND LEARNING OUTCOMES

## 2. Educational and Formational Aims

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The educational and formational aims of the programme are described in terms of the people for whom it is designed, the pedagogy it embodies and the purpose it is intended to fulfil.

### People

The aim of this programme is to equip Christian disciples and ministers to develop as competent and faithful reflective practitioners. To this end it provides an education in theology, ministry and mission in and for a variety of contexts.

1. Preparing people for professional ministry and mission within churches:  
For some students the Certificate represents the first step in preparing for recognised lay and ordained ministries in the Anglican, Methodist, Baptist and United Reformed churches. The programmes serve institutions representing Anglican, Methodist, United Reformed, Baptist, Roman Catholic and Orthodox churches, as well as being open to students from other denominations.
2. Preparing people for lay ministry and mission in the world:  
The programme also serves those who wish to be more fully equipped for Christian life and service in the world, or simply more informed about the Christian faith. Within this category, some students will be preparing for ministry and mission among children and young people within and beyond ecclesial structures. Typically, students will be preparing for service in third sector and statutory organisations as well as in churches.

The programme aims to offer education that is accessible to students with a wide range of educational backgrounds and professional and personal circumstances: many will be mature students, many will be employed and therefore studying part time, many will be in active ministry, while still others will be pursuing the programme as full-time residential students. The programme will therefore be available in a variety of modes of learning and teaching, including traditional full time residential learning, part time and part-residential learning, and distance learning supported by online and face to face engagement.

### Pedagogy

The aim of this programme is to provide an education in theology, ministry and mission that encompasses the development of character and the nurturing of virtues and spirituality alongside the acquisition of knowledge and understanding, and the development of cognitive and practical skills. The programme aims to enable students to engage more deeply with

themselves, others, the church, the world and God by offering learning and teaching that

1. form students in various disciplines, but bring those disciplines together to inform and enrich one another;
2. are constantly oriented towards the ministry and mission for which students are being prepared; and
3. by their modes of assessment and methods of learning and teaching enable students to develop as lifelong reflective learners.

## **Purpose**

The purpose of the programme is to offer the first stage of personal and professional preparation for a range of Christian ministries as well as to satisfy the aspirations of those students who undertake their studies to enhance, broaden and deepen their discipleship and ministry in other contexts.

From a professional point of view, the aim of the programme is to

1. offer pathways of study that contribute to meeting the range of professional and vocational criteria for the public ministries for which students are being prepared;
2. satisfy the aspirations of those students who undertake their studies to enhance, broaden and deepen their discipleship and ministry in other contexts; and
3. provide a firm basis from which to pursue further study in theology, ministry and mission at degree level.

From a personal perspective, the aim of this programme is to develop dispositions that are congruent with, and necessary for, Christian ministry and mission in the church and the world. The aims of the programme are that learners completing the programme will have become:

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

### 3. Programme Learning Outcomes

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#### **Subject Specific Knowledge (SSK)**

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

1. discuss intelligently a range of biblical texts and various issues and methods related to their interpretation;
2. investigate and describe competently some major aspects of the Christian tradition and their development;
3. discuss knowledgeably some core aspects of Christian discipleship, such as worship, mission, spirituality or ethics, and the questions to which they give rise.

#### **Subject Specific Skills (SSS)**

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

1. identify the context and genre of selected biblical texts, and comment intelligently on their significance for the texts' interpretation;
2. engage in practices of Christian discipleship, mission and ministry in the light of theological and, where appropriate, other disciplines;
3. draw on appropriate methodologies and various relevant disciplines, with guidance from an experienced practitioner, to reflect on experience and practice in the context of discipleship, mission and ministry, and communicate this accurately and reliably in a range of contexts.

#### **Key Skills (KS)**

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

1. identify, gather and evaluate source materials for a specific purpose;
2. evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices;
3. carry out a guided task that involves: independent inquiry, management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it;
4. recognise key issues in their own personal and professional development.

## DELIVERY OF THE PROGRAMME

### 4. Learning and Teaching Methods

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The following learning and teaching methods will be employed throughout the programme:

- Lectures
- Seminars
- Practical classes
- Small group learning
- Guided reading
- Discussions
- Placements
- Online learning
- Written reflections

### 5. Summative and Formative Assessment Methods

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Students' knowledge and understanding is summatively assessed by a variety of methods including:

- Written Exams [Online/In-Person]
- Essays
- Exegetical Assignments
- Short (In-class) Tests
- Oral Presentations
- Word Commentaries
- Reflective Portfolios
- Reflective Journals
- Resources for Others
- Literature Reviews
- Website Articles

Students' knowledge and understanding is formatively assessed by a variety of methods including:

- Reflective Journals

- Short (In-class) Tests
- Exegetical Assignments
- Languages Homework
- Article Summaries/Evaluations

## 6. Formative Assessment Policy

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The College employs both formative and summative assessment methods to support student learning and measure achievement of programme learning outcomes.

- **Formative assessment** is developmental and provides students with an opportunity to practice skills needed for the summative assessments and to receive feedback on their progress. While indicative grades may be given, these assessments do not contribute to final module marks.
- **Summative assessment** formally evaluates students' attainment of learning outcomes through graded assignments, which contribute to the final module and qualification outcome.

Formative assessment methods vary by subject area and learning objectives and may include:

- Written work (exegetical papers, article evaluations etc.)
- Practical and reflective tasks (reflective portfolios, self-counselling projects, presentations etc.)
- Examinations and tests (language tests, regular language homework etc.).

Formative assessment plays a vital role in supporting student learning and development by providing opportunities to practise key skills required for summative assessments. This is particularly important in modules where summative assessment is limited to a single opportunity. Where a summative assessment is the sole measure of a module's learning outcomes, students must pass that component to successfully complete the module.

The use of formative assessment is guided by the following principles:

- To provide students with timely and continuous feedback that informs their preparation for final submissions.
- To foster student engagement and encourage active participation in the learning process.
- To help students consolidate their understanding and identify specific areas for improvement.
- To enable module tutors to gauge student progress early in the semester and adapt teaching strategies accordingly.

All assessments, whether formative or summative, are designed to uphold the principles of equity, ensuring fair opportunities for all students. This includes consideration of diverse educational backgrounds, individual learning needs, and prospective vocational pathways.

While it may not always be feasible to incorporate a dedicated formative assignment in every module, formative feedback from one module may positively impact performance in another, thereby contributing to students' overall academic development. As a general guideline, a maximum of one formative assignment is recommended for 10-credit modules, and up to two for 20-credit modules.

Formative assignments will not be awarded formal grades; however, students will receive written feedback within 3 weeks of submission to inform further learning.

In line with the recent development of new programmes under the Common Awards framework, a broader variety of formative and summative assessment formats has been introduced. This enhancement aims to improve undergraduate learning outcomes and better accommodate a range of learning styles.

## 7. Assessment Criteria

Common Awards have developed and published Assessment Criteria for each possible assessment component for all Common Awards programmes (in line with Durham University's generic assessment criteria and Level Descriptors). For assessment guidelines and marking criteria for Level 4 assessments, please refer to the table below (from the Common Awards [Assessment Types – Guidance and Marking Criteria](#) webpage).

	<b>Guidelines</b>	<b>Criteria</b>
Assessed Conversation	<a href="#">Assessed Conversations</a>	<a href="#">Assessed Conversation - All Levels</a>
Assessed Discussions	<a href="#">Assessed Discussions</a>	<a href="#">Assessed Discussions - All Levels</a>
Book Reviews	<a href="#">Book Reviews</a>	See Essays and Other Written Assignments
Dissertation	* (see also <a href="#">Dissertation Marking Guidance</a> )	See Essays and Other Written Assignments
Essays and Other Written Assignments	<a href="#">Essays and Other Written Assignments</a>	<a href="#">Essays and Other Written Assignments - All Levels</a>
Group Projects	<a href="#">Group Projects</a>	See Group Projects
Literature Reviews	<a href="#">Literature Reviews</a>	See Essays and Other Written Assignments
Oral Presentations	<a href="#">Oral Presentations</a>	<a href="#">Oral Presentations - All Levels</a>
Oral Presentations and Commentary	See Oral Presentations guidelines above.	<a href="#">Oral Presentations and Commentary - All Levels</a>
Placement and Visit Reports	<a href="#">Placement and Visit Reports</a>	<a href="#">Placement and Visit Reports - All Levels</a>
Portfolios	<a href="#">Portfolios</a>	<a href="#">Portfolios - All Levels</a>
Practical Skills	<a href="#">Practical Skills</a>	<a href="#">Practical Skills - All Levels</a>
Projects	<a href="#">Projects</a>	<a href="#">Projects and Group Projects - All Levels</a>



Reflective Learning Journals	<a href="#"><u>Reflective Learning Journals</u></a>	<a href="#"><u>Reflective Journals and Written Theological Reflection - All Levels</u></a>
Resources for Others	<a href="#"><u>Resources for Others</u></a>	<a href="#"><u>Resources for Others - All Levels</u></a>
Short Tests	<a href="#"><u>Short Tests</u></a>	'Most short tests generate a straightforward numerical score'.
Written Examinations	<a href="#"><u>Written Examinations</u></a>	See Essays and Other Written Assignments
Written Theological Reflections	<a href="#"><u>Written Theological Reflections</u></a>	See Reflective Learning Journals

For more information about Assessment Regulations, please refer to the Student Handbook.

## STRUCTURE OF THE PROGRAMME

### 8. Common Awards Programme Requirements

Total credits overall:	Minimum credits at Level 4:	Maximum credits at Level 4:
120 credits	120 credits	120 credits

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

At Level 4
At least 20 Credits from each of these categories: Biblical Studies Christian Tradition Ministry and Mission
At least 10 credits from the category: Theological Reflection and Reflective Practice

**At Level 4** students are introduced to the core areas of subject specific knowledge, namely biblical studies, the Christian tradition and ministerial theology. The modules at this level offer a survey of subject specific knowledge to enable students to gain a good foundation in theology, ministry and mission. The Certificate also enables students who wish to progress to level 5 study to do so within a clear framework for further study of theology, ministry and mission.

Students are also introduced to the subject specific skill of relating their knowledge to experience and practice in the context of mission and ministry. This may take place in direct relation to the student's practical formation, or in interdisciplinary modules with a professional and/or denominational focus, or in other ways. In addition, students are introduced to the subject specific skill of theological reflection. The programme offers students the opportunity to engage with their profession and/or practice either through a short-term placement, through work-based learning or through a sustained placement that lasts throughout the student's programme of study.

### 9. Overall Structure of the Programme

#### Award of Certificate of Higher Education (CertHE), Mode and Duration of Study

This programme leads to the award of a Certificate of Higher Education (CertHE) in Theology, Ministry and Mission. In order to be awarded the CertHE, a student must successfully

complete 120 credits at Level 4, including all compulsory modules, with a minimum pass mark of 40% in each module.

Progression to Level 5 is also contingent upon the successful completion of these requirements.

A Certificate may be awarded to any student who has achieved 120 credits at Level 4, even if they choose to leave the College before completing the full programme.

The CertHE is normally completed over one academic year of full-time study, with each year comprising two semesters. The programme may also be undertaken on a part-time basis, typically at a rate of 60 credits per year, although this may be varied with the agreement of the College.

The standard duration of registration for this programme aligns with the maximum permitted period: one year for full-time students and two years for part-time students. Students are expected to complete all academic requirements within this timeframe. Those experiencing extenuating circumstances that may impact their ability to do so should consult the Academic Registrar at the earliest opportunity.

### **Classification**

The Certificate of Higher Education is awarded on a Pass/Fail basis and is not classified.

### **Compensation Regulations**

For the CertHE award, compensation of up to 20 credits is permitted. Compensation may be applied where a student achieves a minimum mark of 30% in the module to be compensated and maintains an overall average of at least 40% across all Level 4 modules.

### **Exit Points and Extension of Study**

Students who choose to withdraw from the programme before completing all requirements for the CertHE may be eligible for an alternative exit award, depending on the number of credits successfully achieved:

- A student who has attained 60 credits at Level 4 will normally be eligible for the award of a Foundation Award Certificate.
- Students who have earned fewer than 60 credits *may* have those credits recorded and recognised for future academic progression, subject to Durham University's regulatory policies.
- Where a student has achieved more than 60 credits but not the full 120 required for the CertHE, a Foundation Certificate will normally be awarded, and any additional credits may also be considered for future credit transfer.

Students may also elect to extend their studies beyond the CertHE, where applicable, to pursue a higher award such as a Diploma of Higher Education (DipHE) or a Bachelor's degree (BA), subject to approval and programme requirements.

## 10. Oak Hill Programme Requirements

### Module Category Key

Biblical Studies

Christian Tradition

Ministry and Mission

Theological Reflection  
and Reflective Practice

### Semester 1

### Semester 2

**TMM1111** *Introduction to Christian Doctrine* (20 credits)

**TMM1031** *Introduction to the Bible* (20 credits)

**TMM1067** *Elementary New Testament Greek* and **TMM1077** *Continuing New Testament Greek: Texts Study* (20 credits)

AND/OR

**TMM1087** *Elementary Biblical Hebrew* and **TMM1097** *Continuing Biblical Hebrew: Texts Study* (20 credits)

OR

**TMM1577** *Introduction to Studying the Bible in its Original Languages* (10 credits)

**TMM1437** *Introducing Theological Reflection* (10 credits)

**TMM1147** *Brief Introduction to Church History* (10 credits)

**TMM1047** *Methods of Reading the Bible* (10 credits)\*  
\* exemption for students taking both Greek and Hebrew

**TMM1627** *Introduction to Missionary Movements in a Global Context* (10 credits)

**TMM1827** *Introduction to Theological Anthropology and Culture* (10 credits)

### Electives

**TMM1757** *Brief Introduction to the World Church* (10 credits)

**TMM1717** *Introduction to Growing Faith [Foundations of Youth, Children's and Family Ministry]* (10 credits)

**TMM1767** *Philosophical Foundations* (10 credits)

## 11. Curriculum Map

Category	Module Title	Code	Programme Learning Outcomes									
			SSK1	SSK2	SSK3	SSS1	SSS2	SSS3	KS1	KS2	KS3	KS4
<b>Compulsory/ Compulsory Options</b>	Introduction to the Bible	<b>TMM1031</b>	x			x			x	x	x	
	Methods of Reading the Bible	<b>TMM1047</b>	x			x			x	x	x	
	Elementary New Testament Greek	<b>TMM1067</b>	x			x			x			
	Continuing New Testament Greek: Texts Study	<b>TMM1077</b>	x			x			x		x	
	Elementary Biblical Hebrew	<b>TMM1087</b>	x			x			x			
	Continuing Biblical Hebrew: Texts Study	<b>TMM1097</b>	x			x			x		x	
	Introduction to Christian Doctrine	<b>TMM1111</b>		x				x	x	x	x	
	Brief Introduction to Church History	<b>TMM1147</b>		x				x	x	x	x	
	Introducing Theological Reflection	<b>TMM1437</b>			x			x	x	x	x	x
	Introduction to Studying the Bible in its Original Languages	<b>TMM1577</b>	x			x			x			
	Introduction to Missionary Movements in a Global Context	<b>TMM1627</b>			x		x	x	x	x	x	x
	Introduction to Theological Anthropology and Culture	<b>TMM1827</b>		x				x	x	x	x	
<b>Electives</b>	Introduction to Growing Faith	<b>TMM1717</b>			x			x	x	x	x	
	Brief Introduction to the World Church	<b>TMM1757</b>		x				x	x		x	x
	Philosophical Foundations	<b>TMM1767</b>		x				x		x	x	

## 12. Pre/Co-requisites within the Programme

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**Pre-requisite definition:** A module that a student must complete before being enabled to enrol onto a subsequent module.

**Co-requisite definition:** A module that a student must take simultaneously with another module. This means that the two modules were designed to be taken together, with the intent of reinforcing the content of the first module (i.e. the module that will run first), and expanding on it further.

The following **co-requisites** have been established by Common Awards\*:

Module Title & Code	Co-Requisite Module
Introduction to a New Testament Book (TMM1597)	Introduction to the Bible (TMM1031)
Introduction to an Old Testament Book (TMM1607)	Introduction to the Bible (TMM1031)

**Please note:** *TMM1597* and *TMM1607* are elective modules that will not be offered during the 2025–26 academic year. As a result, the co-requisite requirement associated with these modules will not apply until such time as they are reintroduced.

The following **co-requisites** have been established by Oak Hill:

Module Title & Code	Co-Requisite Module
Continuing New Testament Greek: Texts Study (TMM1077)	Elementary New Testament Greek (TMM1067)
Continuing Biblical Hebrew: Texts Study (TMM1097)	Elementary Biblical Hebrew (TMM1087)

## 13. Admissions Criteria

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All applicants are required to meet both the academic and English language requirements.

### a. Academic requirement

- Normally a minimum of one A-Level (grade E or above) or equivalent.
- However for mature students (those aged 21 or over) relevant work experience may be considered as an alternative to formal academic qualifications.

### b. Non-standard admission

Applicants not meeting the standard academic entry requirements (e.g. not having an A-Level or equivalent qualification) will need to demonstrate their potential to benefit from the chosen programme. This will be assessed in the following ways:

- Assessment of how work and life experience and academic performance to date, may help with the programme.
- Submission of recently completed assessed work or completion of a piece of work set by Oak Hill during the selection process.
- Approval from the University of Durham (if Oak Hill wishes to offer a place to an applicant).

### c. English language requirement

Applicants whose first language is not English must satisfy the College that they have a sufficient command of spoken and written English to meet the demands of their chosen programme.

IELTS Academic or equivalent is required for the CertHE: **6.5 overall** with no less than 6.0 in any component. More information about equivalent English Language qualifications can be found on the College website (see '[Study with us](#)' on the website).

An applicant will be considered to have satisfied the English language requirement if they have successfully completed a UK Bachelor's degree or higher, or an equivalent qualification, taught and assessed in English in a majority English-speaking country.

### d. Accreditation of Prior Learning (APCL)

In general, up to a maximum of 40 credits of accredited prior learning may be granted to students who have evidence of, or can demonstrate learning that fulfils the relevant learning outcomes of the Certificate programme (by completing a portfolio of work, for example).

Students who have successfully completed the Certificate are eligible to apply to continue to the Diploma (HE) in Theology, Ministry and Mission programme. For more information about APL, please refer to the College *Admissions Policy*.

## 14. Field Trips, Placements and Future Careers

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All students will take part in a Weekly Church Placement during the CertHE year (TMM1437), with the nature of the placement tailored to the training needs of the student: for example, whether they are an Independent or Anglican student or whether they are training for ordination in the Church of England. Assessment of each placement will be by means of a portfolio of reports and reflections on personal goals and learning.

All of the College's programmes are vocational and are intended to equip students with the necessary knowledge, skills, experience, attitudes and characteristics for Christian ministry of various types (for example church leadership, pastoral ministry, women's ministry, cross-cultural work, youth work, etc.): these, alongside our beliefs and values, are set out in detail on the [College's website](#).

Personal tuition throughout the CertHE year provides support in all areas of the student learning experience. This includes ongoing guidance on the academic programme and on future career possibilities, as well as regular Personal Development Planning activity. Placements in local church settings also allow students the opportunity to create connections with possible future employers, and with those who are involved in the relevant work field.



## Appendix A

### Full List of Validated Modules

Listed below are all of the Level 4 modules validated for the CertHE Theology, Ministry and Mission, and the four main subject areas that they belong to.

***Please note that the availability of optional modules will vary each year, and students should check the above programme structure, the programme regulations and/or the module offerings for definitive information about available options in their year of study.***

<b>Compulsory Module Codes</b>	<b>Compulsory Module Titles</b>	<b>Subject Area</b>
TMM1031	<i>Introduction to the Bible</i>	Biblical Studies
TMM1047	<i>Methods of Reading the Bible (*)</i>	Biblical Studies
TMM1111	<i>Introduction to Christian Doctrine</i>	Christian Tradition
TMM1147	<i>Brief Introduction to Church History</i>	Christian Tradition
TMM1437	<i>Introducing Theological Reflection</i>	Theological Reflection and Reflective Practice
TMM1577	<i>Introduction to Studying the Bible in its Original Languages (**)</i>	Biblical Studies
TMM1627	<i>Introduction to Missionary Movements and the Gospel in a Global Context</i>	Ministry and Mission
TMM1827	<i>Introduction to Theological Anthropology and Culture</i>	Ministry and Mission
<b>Elective Module Codes</b>	<b>Elective Module Titles</b>	<b>Subject Area</b>
TMM1067	<i>Elementary New Testament Greek</i>	Biblical Studies
TMM1077	<i>Continuing New Testament Greek: Texts Study</i>	Biblical Studies
TMM1087	<i>Elementary Biblical Hebrew</i>	Biblical Studies
TMM1097	<i>Continuing Biblical Hebrew: Texts Study</i>	Biblical Studies
TMM1597	<i>Introduction to a New Testament Book</i>	Biblical Studies
TMM1607	<i>Introduction to an Old Testament Book</i>	Biblical Studies
TMM1717	<i>Introduction to Growing Faith</i>	Ministry and Mission
TMM1757	<i>Brief Introduction to the World Church</i>	Christian Tradition
TMM1767	<i>Philosophical Foundations</i>	Christian Tradition

(\*)Exemption for students taking both Biblical languages.

(\*\*)Exemption for students who elect to study any biblical language.