



THE COMMON AWARDS

Postgraduate Certificate in Theology, Ministry and Mission

Programme Specification

1. Programme Title	Postgraduate Certificate (PGCert) Theology, Ministry and Mission
2. Awarding Institution	Durham University
3. Teaching Institution	Oak Hill College
4. Final Qualification	Postgraduate Certificate (PGCert) Theology, Ministry and Mission
5. Year of Validation	Academic Year 2026-27
Year of Amendment	N/A
6. Language of Study	English
7. Mode of Study	Full time / Part time
8. Duration	One Semester (Full time) / Two-Four Semesters [One to Two Years] (Part Time)

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1. Name of Programme

Postgraduate Certificate in Theology, Ministry and Mission

AIMS AND LEARNING OUTCOMES

2. Educational and Formational Aims

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 offer postgraduate education in theology, ministry and mission:

1. for candidates for public ministry who have already studied theology to degree level;
2. as continuing professional development at an advanced level for individuals engaged in ministry and mission;
3. for individuals wishing to pursue further study in theology, ministry and mission at postgraduate level.

The programme aims to offer education that is accessible to students with a wide range of 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 offer learning and teaching that

- enable students to pursue academic study and/or professional development in theology, ministry and mission at postgraduate level;
- offer academically rigorous and research-facing engagement with a range of disciplines within theology, ministry and mission that is oriented towards the realities of church and society;
- 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 personal and professional development 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 postgraduate research in theology, ministry and mission.

From a personal perspective, the aim of this programme is to develop dispositions that are congruent with and necessary for Christian discipleship, 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 engagement with research and thinking at the forefront of specialised areas of study or professional practice in theology, ministry and mission, and willing to go on being transformed by them;
2. aware of the critical skills and disposition needed to go on reading themselves, the church and the world in the light of Christian theology, ministry and mission, and to explore Christian theology, ministry and mission more deeply in the light of experience and practice;
3. more passionate, articulate and prayerful advocates for the mission of God;
4. more generous, open and empathetic in engaging and cooperating with others in and beyond the church, while, as appropriate, expressing their own identity with integrity and sensitivity.

3. Programme Learning Outcomes

Subject Specific Knowledge (SSK)

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

1. Demonstrate an understanding and knowledge of areas of study or of professional practice in theology, ministry and mission that is informed by research and original thinking at current boundaries of the subject.

AND AT LEAST ONE OF

2. Understand, assimilate and evaluate critically methodologies and findings of advanced scholarship and research in the chosen area(s) of theology, ministry and mission.
3. Demonstrate an understanding of a range of methods of analysis and enquiry in theology, ministry and mission.
4. Give a critical and comprehensive account of a range of methods for relating their chosen field of study to aspects of faith, church and society.

Subject Specific Skills (SSS)

On successful completion of the programme, students will meet AT LEAST TWO OF the following: they will be able to:

1. Apply their knowledge and professional competence so as to reach valid conclusions when confronted by new problems and situations and report these findings effectively within the conventions of the relevant academic or professional community.
2. Make professional or academic judgments which may involve others and which recognise the limits of their own competence.
3. Reflect theologically in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with complex, unpredictable and ambiguous realities in the church and the world today.

Key Skills (KS)

On successful completion of the programme, students will meet AT LEAST TWO OF the following: they will be able to:

1. Communicate complex information and detailed argument with clarity, sensitivity, fairness and imagination to specialist and non-specialist audiences.
2. Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.
3. Exercise their independent learning skills to pursue further professional development or academic study.

DELIVERY OF THE PROGRAMME

4. Learning and Teaching Methods

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

- Lectures
- Guided Reading
- Small group learning
- Practical classes
- Seminars
- Discussions
- Case Studies

Some modules include pre-scheduled teaching sessions held every Thursday, while other electives are delivered in an intensive format. In these cases, the standard semester teaching hours are concentrated into one or two weeks of intensive teaching.

5. Summative Assessment Methods

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

- Essays
- Written Reflections
- Exegetical Assignments
- Exams
- Reports
- Book Reviews
- Open-Book Online Assessments

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

- Solo Presentations
- Group Presentations
- Live Events

6. Formative Assessment Policy

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 7 assessments, please refer to the table below (from the Common Awards [Assessment Types – Guidance and Marking Criteria](#) webpage).

	Guidelines	Criteria
Assessed Conversation	Assessed Conversations	Assessed Conversation - All Levels
Assessed Discussions	Assessed Discussions	Assessed Discussions - All Levels
Book Reviews	Book Reviews	See Essays and Other Written Assignments
Dissertation	* (see also Dissertation Marking Guidance)	See Essays and Other Written Assignments
Essays and Other Written Assignments	Essays and Other Written Assignments	Essays and Other Written Assignments - All Levels
Group Projects	Group Projects	See Group Projects
Literature Reviews	Literature Reviews	See Essays and Other Written Assignments
Oral Presentations	Oral Presentations	Oral Presentations - All Levels
Oral Presentations and Commentary	See Oral Presentations guidelines above.	Oral Presentations and Commentary - All Levels
Placement and Visit Reports	Placement and Visit Reports	Placement and Visit Reports - All Levels
Portfolios	Portfolios	Portfolios - All Levels
Practical Skills	Practical Skills	Practical Skills - All Levels
Projects	Projects	Projects and Group Projects - All Levels
Reflective Learning Journals	Reflective Learning Journals	Reflective Journals and Written Theological Reflection - All Levels
Resources for Others	Resources for Others	Resources for Others - All Levels
Short Tests	Short Tests	‘Most short tests generate a straightforward numerical score’.
Written Examinations	Written Examinations	See Essays and Other Written Assignments
Written Theological Reflections	Written Theological Reflections	See Reflective Learning Journals

STRUCTURE OF THE PROGRAMME

8. Common Awards Programme Requirements

Total credits overall:	Minimum credits at Level 7:	Maximum credits at Level 6, or biblical language modules at levels 4 and 5:
60 credits	40 credits	20 credits

This programme may be studied full time over half a year or part time over up to two years.

9. Overall Structure of the Programme

Award of Postgraduate Certificate, Mode and Duration of Study

The programme leads to the award of a Postgraduate Certificate (PGCert), a postgraduate qualification comprising 60 credits. It may be undertaken on either a full-time or part-time basis.

- When studied full time, the programme typically runs over one academic year, spanning either one or two semesters, depending on the availability of module options.
- When studied part time, it normally extends over three to four semesters across up to two academic years, again subject to module availability.

The maximum registration period for this programme is two academic years. Students are therefore expected to complete all programme requirements within this timeframe. Those experiencing extenuating circumstances that may impact their ability to complete on time are advised to consult the Academic Registrar at the earliest opportunity.

Classification

The PGCert may be awarded as Fail, Pass, Merit, or Distinction, based on the overall average mark across all assessed modules:

- **Pass:** Overall average of 50–59%
- **Merit:** Overall average of 60–69%
- **Distinction:** Overall average of 70–100%
- **Fail:** Overall average of below 50%

In addition to the overall classification, a minimum pass mark of 50% must be achieved in each individual taught module.

Compensation Regulations

For the PGCert in Theology, Ministry and Mission, up to 20 credits may be awarded by compensation, subject to the following conditions:

- A student has achieved a minimum mark of 40% in the module(s) to be compensated;
- A student has maintained an overall average of at least 50% across all modules (including those to be compensated);
- The achievement of the learning outcomes is not compromised by failure in the module(s) concerned. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would compromise the achievement of the learning outcomes of the programme.

Exit Points and Extension of Study

The PGCert in Theology, Ministry and Mission (60 credits) is closely aligned with the PGDip (120 credits) and the MA (180 credits) in Theology, Ministry and Mission, and draws from the same pool of taught modules.

To be awarded the PGCert, a student must successfully complete 60 credits from any combination of taught modules; there are no compulsory modules for this award.

Students enrolled on the PGCert may choose to extend their studies to pursue the PGDip or MA, and are advised to consult the Academic Registrar if they wish to do so.

Postgraduate Research Seminars

All postgraduate students are encouraged, but not required, to attend a series of non-credit-bearing Postgraduate Research Seminars, held regularly throughout their period of registration.

10. Oak Hill College Programme Requirements

Module Category Key

Biblical Studies	Christian Tradition	Ministry and Mission	Theological Reflection and Reflective Practice
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Semester 1

Semester 2

Electives	
TMM40420 <i>Advanced New Testament Studies [Luke/Acts] (20 credits) [Intensive]</i>	TMM40320 <i>Advanced Old Testament Studies [Minor Prophets in Canonical Context] (20 credits)</i>
TMM44320 <i>Christian Doctrine and Contemporary Culture [Leadership, Discipleship and Holiness in Contemporary Culture] (20 credits)</i>	TMM40920 <i>Advanced Topic in Christian Doctrine [Incarnation] (20 credits) [Intensive]</i>
TMM40120 <i>The Bible and Christian Faith [Biblical Interpretation through Hiatory Centuries] (20 credits)</i>	TMM49120 <i>Complex Issues in Pastoral Care (20 credits)</i>
TMM46720 <i>The Theology and Spirituality of the Child (20 credits)</i>	
TMM3011 <i>Further Biblical Studies [The Book of Isaiah] (20 credits)</i>	TMM3081 <i>Advanced Biblical Hebrew (Extended) (20 credits)</i>
TMM3071 <i>Advanced New Testament Greek (Extended) (20 credits)</i>	TMM3451 <i>Missional Theology in a Global Context (20 credits)</i>
TMM3101 <i>Christian Doctrine in Focus [Doctrine of God] (20 credits)</i>	TMM3031 <i>Further New Testament Studies [Pastoral Epistles] (20 credits)</i>
TMM3721 <i>Reflective Practice: Ministry and Mission with Children & Families (20 credits)</i>	
TMM2101 <i>Intermediate New Testament Greek (Extended) (20 credits)</i>	
TMM1087 <i>Elementary Biblical Hebrew & TMM1097</i> <i>Continuing Biblical Hebrew: Texts Study (20 credits)</i>	

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

11. Curriculum Map

Category	Module Title	Code	Programme Learning Outcomes										
			SSK1	SSK2	SSK3	SSK4	SSS1	SSS2	SSS3	SSS4	KS1	KS2	KS3
Electives	The Bible and Christian Faith	TMM40120	x	x		x	x		x		x	x	x
	Advanced Old Testament Studies	TMM40320	x	x			x		x		x	x	x
	Advanced New Testament Studies	TMM40420	x	x			x		x		x	x	x
	Advanced Topic in Christian Doctrine	TMM40920	x	x	x				x		x	x	x
	Christian Doctrine and Contemporary Culture	TMM44320	x			x	x		x		x		
	The Theology and Spirituality of the Child	TMM46720	x	x			x	x	x		x	x	x
	Complex Issues in Pastoral Care	TMM49120	x	x	x		x	x	x		x	x	x

12. Research Training Element of the Programme

This short postgraduate programme does not include a compulsory research element, although students will engage with current scholarship and research as part of the study of their chosen subjects.

13. Pre/Co-requisites within the Programme

Pre-requisite definition: A module that a student must complete (normally in the preceding year) before being enabled to enroll 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 one of the modules, and expanding on it further.

There are no pre- or co-requisites for modules in this programme.

14. Admissions Criteria

a. Academic requirement

- Normally an upper second class honours degree in a subject relevant to the proposed course of study.
- Normally students will need a good degree (or other Level 6 qualification), such as Graduate Diploma) in Theology.
- Graduates (classed as first-class or 2:1 honours) in other disciplines with experience of Theology or Religious Studies to at least FHEQ Level 4 (undergraduate Certificate level, awarded with credit or distinction, or with an overall mark of at least 60%) may also be admitted to the programme.

b. Non-standard admission

Applicants not meeting the standard academic entry requirements (e.g. not a 2:1 degree/GDip in Theology or a 2:1 degree in another discipline and experience of Theology/Religious Studies to at least FHEQ Level 4) 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 PGCert: **7.0 overall** with no less than 6.5 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 20 credits of accredited prior learning may be granted to students who have evidence of, or can demonstrate learning that fulfills the relevant learning outcomes of the PGCert programme (by completing a portfolio of work, for example).

For programmes primarily designed to run at a single level (e.g. the PGDip at Level 7), any APL granted should normally be at that level, e.g. only Level 7 APL can be used toward an MA, PG Certificate or PG Diploma. Any possible exceptions to this may only be approved by Durham University. For more information about APL, please refer to the College *Admissions Policy*.

15. Field Trips, Placements and Future Careers

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 PG Dip 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.

A weekly church placement module may be taken as an optional additional module by postgraduate students, for whom placements are not part of the programme. Where this is agreed, there will be no additional charge for taking it.

Appendix A

List of Validated Modules

Listed below are all of the Level 7 modules validated for the PCert in 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.

Elective Module Codes	Elective Module Titles	Subject Area
TMM40120	<i>The Bible and Christian Faith</i>	Biblical Studies
TMM40320	<i>Advanced Old Testament Studies</i>	Biblical Studies
TMM40420	<i>Advanced New Testament Studies</i>	Biblical Studies
TMM40520	<i>Issues in Biblical Theology</i>	Biblical Studies
TMM40620	<i>Old Testament Texts in Hebrew and/or Aramaic</i>	Biblical Studies
TMM40720	<i>New Testament Texts in Greek</i>	Biblical Studies
TMM40920	<i>Advanced Topic in Christian Doctrine</i>	Christian Tradition
TMM41020	<i>Advanced Study of a Theological Text</i>	Christian Tradition
TMM41120	<i>Advanced Topic in Church History</i>	Christian Tradition
TMM41220	<i>Advanced Study of a Christian Figure</i>	Christian Tradition
TMM42020	<i>Jewish-Christian Relations: Scripture, History and Theology</i>	Biblical Studies and Christian Tradition
TMM42420	<i>Preaching in a Ministerial Context</i>	Ministry and Mission
TMM43820	<i>Further Advanced Topic in Christian Doctrine</i>	Christian Tradition
TMM44220	<i>Advanced Philosophical Theology</i>	Christian Tradition
TMM44320	<i>Christian Doctrine and Contemporary Culture</i>	Christian Tradition
TMM45320	<i>Secularisation and Christianity</i>	Christian Tradition
TMM45610	<i>Study of a Biblical Text Employing its Original Language</i>	Biblical Studies
TMM45720	<i>Ministry and Mission with Children, Families and Young People</i>	Ministry and Mission
TMM45828	<i>Theological Perspectives of Place</i>	Christian Tradition
TMM46720	<i>The Theology and Spirituality of the Child</i>	Ministry and Mission
TMM47510	<i>Focused Topic in Theology, Ministry and Mission</i>	Any
TMM47610	<i>Independent Learning Project (Short)</i>	Any
TMM49020	<i>Advanced Missiology</i>	Ministry and Mission
TMM49120	<i>Complex Issues in Pastoral Care</i>	Ministry and Mission
TMM49220	<i>Advanced Study of a Text in Mission and Ministry</i>	Christian Tradition

