

Undergraduate and Taught Postgraduate Programmes Handbook 2020-21

CertHE, DipHE and BA (Hons) Theology

MTheol Theology with specialisms in:

- Theological & Pastoral Studies (TPS)
- Theology for Crossing Cultures (TCC)

PGCert, PGDip and MA Theology

**Admission Regulations, Programme Requirements, Teaching
Staff & Brief Module Information**

Preliminaries

Information in Alternative Formats

This Handbook can be found on the Virtual Learning Environment (VLE) under *Academic Life/Student Handbooks (Full Text)* and on the College's website (at <https://www.oakhill.ac.uk/study-with-us/programmes>).

If you have a specific learning difficulty (SpLD) which makes reading this handbook or navigating our website/VLE difficult, you would be welcome to request information in an alternative format. Prospective students should contact the Admissions Officer, Rosie Cowan, at admissions@oakhill.ac.uk; after enrolment, students should contact the Academic Registrar and Disabilities Officer, Carol Hill, at carolh@oakhill.ac.uk. We can supply sections from this publication in a number of alternative formats including:

- an electronic Word document with enlarged type (and alternative fonts if required)
- a printed copy with enlarged type
- a printed copy on non-white paper

Other formats may also be possible: to help us, please be as specific as you can about the information you require and include details of your particular needs. We will do our best to respond promptly.

Purpose and Status of the Programmes Handbook

The purpose of this Handbook is to provide students with information about their programme of study. The material in this Handbook is as accurate as possible at the date of publication (August 2020); however, regulations and procedures may change during the academic year. You will be informed of any major changes in a timely manner and consulted wherever appropriate.

Your comments concerning any improvements to this Handbook are welcome: please put them in writing (an email will suffice) and send them, along with the name of the Handbook, to the Quality Assurance & Enhancement Manager, Anne Andrews, at annea@oakhill.ac.uk.

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Introduction

Oak Hill College serves the church of Jesus Christ by preparing men and women for a lifetime of ministry and mission leadership in Britain and around the world. Our mission is drawn from the pattern for gospel ministry set out in Ephesians 4: 11-13: when Christ ascended, he gave gifts to his church, and these gifts are people: pastors, teachers, evangelists, and gospel leaders. As we prepare students for ministry, our goal is to equip them to be Christ's best possible gift to the churches in which they will serve. We hope you are excited by this vision.

To achieve such a vision our programmes are designed to combine rigorous theological education with practical experience and a deepening of each student's personal relationship with Christ; to put it another way, they combine *information* with *transformation*. Students may study either full time or part time and, alongside the core programme, may take specialist modules in pastoral ministry, cross-cultural ministry, ministry to children and young people, and much more. Whatever form or direction their studies may take, students undertake their programmes in the context of a learning and worshipping community which offers the opportunity to listen, debate, reflect, pray and grow in their love for Christ.

The purpose of this Programmes Handbook is to introduce our programmes and to explain a few things about them, including:

- Details of the admission regulations for undergraduate and postgraduate study;
- Information about the different levels of study and how the individual modules we offer combine together to make up your programme;
- Brief descriptions of the constituent modules (both compulsory and elective).

Information about the overall ethos of our programmes can be found on the College's Website (at <https://www.oakhill.ac.uk/who-we-are/why-oak-hill>) and in the Prospectus. Information about the programmes themselves can also be found on the Website (at <https://www.oakhill.ac.uk/study-with-us/programmes>) and all the technical detail about each programme can be found in the Programme Specifications and Curriculum Maps, which are also available in the *Programmes* part of the site (<https://www.oakhill.ac.uk/study-with-us/programmes>) and on the VLE under *Academic Life/Programme Specifications*. Details about Threshold Learning Outcomes and learning materials for individual modules can be found in the Module Narratives, accessible through the College's Virtual Learning Environment (VLE), to which new students are given access during the summer before their arrival at College.

When choosing your programme, please note that:

- Oak Hill College operates in partnership with Middlesex University. All of our programmes are validated by the University and so, if successful, you will be awarded a Middlesex University qualification at the end of your studies (as set out in the table on pp.11-12). Further information about Middlesex University may be found on its website at: <http://www.mdx.ac.uk>.
- Ordinands training for ministry in the Church of England may apply to study on any of the College's full-time programmes except for the CertHE and PGCert.

Admission Regulations

The College has specific Admissions Criteria for each of its programmes. These can be found in the present section, on the Website and in the Programme Specifications which are available on the College's Website (at <https://www.oakhill.ac.uk/study-with-us/programmes>) and on the VLE under *Academic Life/ Programme Specifications*. Further details can be requested from the Admissions Office.

International Students

Please note that Oak Hill College does not have a Tier 4 licence and is therefore unable to sponsor applicants from outside the EU/EEA/Switzerland for a student visa. More information about this can be found on the UK government website: <https://www.gov.uk/tier-4-general-visa>. Please speak to the Admissions Office if you have any queries.

1. Undergraduate Entry Requirements

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

a. Academic Requirement

Applicants should normally meet one of the following academic requirements to be considered for the programme:

Qualification	Level required
A level	A levels in two subjects, at grade C or better, taken in one sitting. Please note that we do not accept AS levels in lieu of A levels.
Access to HE Diploma	Pass the Diploma with at least 18 Level 3 credits at Merit or above
BTECs (known as Nationals)	Pearson BTEC Extended Diploma (QCF): DDM
	Pearson BTEC Diploma (QCF): DD
	Pearson BTEC 90-Credit Diploma (QCF): DM plus one A level at grade C
	Pearson BTEC Subsidiary Diploma (QCF): D plus one A level at grade C
	Pearson BTEC Level 3 National Extended Diploma: DDM
	Pearson BTEC Level 3 National Diploma: DD
	Pearson BTEC Level 3 National Foundation Diploma: D plus one A level at grade C
	Pearson BTEC Level 3 National Extended Certificate: D plus one A level at grade C
	Please note that we do not accept the Pearson BTEC Certificate (QCF) or Pearson BTC level 3 National Certificate.
Cambridge International Pre-U Diploma	We accept either the full Diploma or individual subjects. In both cases, the requirements for Principal Subjects are <i>either</i> M3 or better in two subjects <i>or</i> M3 or better in one subject plus one A level at grade C.

Qualification	Level required
Cambridge Technicals	OCR Cambridge Technical Extended Diploma: DDM
	OCR Cambridge Technical Diploma: DD plus one A level at grade C
	OCR Cambridge Technical Subsidiary Diploma: DD plus one A level at grade C
	OCR Cambridge Technical Foundation Diploma: DD plus one A level at grade C
	OCR Cambridge Technical Introductory Diploma: D plus one A level at grade C
	OCR Cambridge Technical Extended Certificate: D plus one A level at grade C
	Please note that we do not accept the OCR Cambridge Technical Certificate
Degree from a UK university	Pass one of the following: CertHE, DipHE, foundation degree, bachelor's degree, master's degree
Extended Project (EPQ)	Grade A in EPQ plus A levels in two subjects, at grades CD or better, taken in one sitting
International Baccalaureate	Pass the full IB Diploma and obtain at least grade 5 in two Higher Level subjects
Scottish Higher and Advanced Higher	Highers in three subjects, at grade C or above, taken in one sitting
	Advanced Highers in two subjects, at grade C or above, taken in one sitting
Welsh Baccalaureate	Advanced Welsh Baccalaureate – Skills Challenge Certificate: Grade C plus one A level at grade C
	Welsh Baccalaureate Advanced Diploma – Core: pass plus one A level at grade C

This is not an exhaustive list of the qualifications we accept. If an applicant holds a qualification not listed above, including qualifications from another country, before submitting an application they should contact the Admissions Office to see if we accept the qualification and, if so, the level required in that qualification.

b. English Language Requirement

All applicants must satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. We therefore require all applicants to obtain one of the following by the time of submitting their application to Oak Hill¹:

Qualification/test	Level required
GCSE or GCE O Level English Language (or equivalent international qualification) ²	Grade C or above, or 4-9 under the new GCSE grading structure

¹ For IELTS, Cambridge English, PTE and TOEFL tests, an applicant should have been awarded the relevant test result within the two years prior to the start of the programme that they are applying for or we will not be able to accept it. Additionally, please note that an applicant cannot combine scores from more than one sitting of a test.

² An applicant who has studied in a majority-English speaking country other than the UK should contact us for details of the level required in an equivalent international qualification. Majority English-speaking countries are defined by the British government as

Qualification/test	Level required
IELTS Academic Test	Overall score of 7.0 or above, with no less than 6.5 in each component
AS or A level English Language	Grade C
Cambridge English	C1 Advanced/Certificate in Advanced English (CAE) or C2 Proficiency/Certificate of Proficiency in English (CPE): overall score of 185 or above, with at least 176 in each component
IGCSE English as a First Language	Grade C
International Baccalaureate	English A: Language & Literature – Grade 4 at Standard or Higher Level
Pearson Test of English Academic (PTE Academic)	Overall score of 69 or above, with at least 65 in each component
Test of English as a Foreign Language (TOEFL) internet-based test (IBT)	Overall score of 100 or above, with at least 22 in listening and 23 in speaking, writing and reading
Scottish National English 5	Grade C
Scottish Higher English or Advanced Higher English	Grade C

c. Exemption from the English Language Requirement

An applicant will be considered to have satisfied the English language requirement if they meet all of the following criteria:

1. 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.³ Qualifications obtained by distance learning cannot be accepted for English language purposes.
2. Applicants who studied at a university outside the UK should submit the following with their application:
 - An official letter from the university confirming that the degree was taught in English
 - A NARIC Statement of Comparability confirming that the level of the qualification is equivalent to a UK Bachelor's degree or higher. For details please see <https://www.naric.org.uk/naric/Individuals/Compare%20Qualifications/Statement%20of%20Comparability.aspx>
3. If the degree was completed more than two years prior to applying to study at Oak Hill, the applicant must provide evidence at application stage of ongoing use of English. This could take the form of living in a majority English-speaking country or working in an occupation that requires regular use of English.
4. Throughout the application process, from application form to interview, the applicant must demonstrate English proficiency in listening, speaking, reading and writing.

follows: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, United Kingdom and USA.

³ Majority English-speaking countries are defined by the British government as follows: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, United Kingdom and USA.

d. MTheol Theology (specialisms in TPS and TCC)⁴

The MTheol is a four-year full time integrated undergraduate Master's degree. Entrance and English language requirements for those entering into Year 1 of the programme are set out on the College's Website at: <https://www.oakhill.ac.uk/study-with-us/programmes-folder/master-in-theology-in-theology>. To progress to the third year of the MTheol, students must obtain an average of a 2.1 (B+ on the FdA/DipHE scale) in the first two years of study and go through an internal admissions process; information about this is provided during the second year and progression into the third year is confirmed after the relevant meeting of the Assessment Board. To continue on to the fourth year of the MTheol, students will need to obtain an average grade of 8 or better for their third-year taught modules and a grade of at least 8 for their third-year short dissertation.

e. MTheol Theology (Third Year Direct Entry)

Direct entry is permitted into the third year of the MTheol programme. Applicants will normally be required to have a 2.1 in the equivalent of a DipHE, FdA or BA (Hons) Theology. Students wishing to take certain modules in Biblical Studies as part of their programme must demonstrate a proficiency in Greek or Hebrew at least to the standard of the pre-requisites identified for the relevant Oak Hill modules (as noted on the Module Narratives). Students specialising in Theology for Crossing Cultures⁴ should be able to provide evidence of cross-cultural studies or comparable practical experience, and should also have completed an overseas placement.

2. Postgraduate Entry Requirements

The normal entrance requirement for the PGCert, PGDip and MA Theology is a UK Honours degree in Theology (classified 2.2 or above). Normally, broader degrees in Religious Studies and other subjects will not provide an adequate grounding for these programmes. Students without a degree in Theology *may* qualify for admission if they are able to demonstrate both academic ability and sufficient other theological background.

Students wishing to take certain modules in Biblical Studies as part of their programme must demonstrate a proficiency in Greek or Hebrew at least to the standard of the pre-requisites identified for the relevant Oak Hill modules (as noted on the Module Narratives).

Students must also satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. The requirements are set out on the relevant pages on the College's Website at: <https://www.oakhill.ac.uk/study-with-us/programmes>.

⁴ TPS (Theological & Pastoral Studies) and TCC (Theology for Crossing Cultures) were two of the three specialisms offered within the College's undergraduate programmes in Theology up to and including 2019-20. The MTheol will be reviewed in 2021 and its structure will then be brought into the line with the College's other undergraduate provision.

General Programme Requirements

The programmes offered by the College are set out in the table on pp.11-12 below. The table refers to the Framework for Higher Education Qualifications (FHEQ): this is a nationwide benchmark used by HE Providers across the UK to set and describe the academic level of their programmes:

- Level 4 denotes CertHE (first-year) level
- Level 5 denotes DipHE (second-year) level
- Level 6 denotes BA Hons (third-year) level
- Level 7 denotes Master's level

You will be expected to take a certain number of credits at each level during your programme, and this will be explained to you as you make your module choices.

Subject Areas for Modules

Module codes consist of a sequence of letters and numbers which identify the level of study and the broad subject area. At undergraduate level, the letter combinations at the beginning of the code are:

BL	Biblical Studies & Languages
DC	Doctrine, History & Culture
MP	Practical & Pastoral Ministry
RD	Reading Projects & Dissertations

There are also hybrid codes for modules which encompass two or more subject areas. These are:

BD	Biblical Studies & Languages AND Doctrine, History & Culture
BM	Biblical Studies & Languages AND Practical & Pastoral Ministry
DM	Doctrine, History & Culture AND Practical & Pastoral Ministry
BDM	Biblical Studies & Languages AND Doctrine, History & Culture AND Practical & Pastoral Ministry

At postgraduate level, the letter combinations at the beginning of the code are:

BS	Biblical Studies
DH	Theology & Church History
CW	Practical & Pastoral Ministry
RP	Reading Projects & Dissertations

There are also hybrid codes for modules which encompass two or more subject areas. These are:

BD	Biblical Studies AND Theology & Church History
BW	Biblical Studies AND Practical & Pastoral Ministry
DW	Theology & Church History AND Practical & Pastoral Ministry

The level of study is indicated by the first of the two numbers: code 1.x means that the module is at FHEQ Level 4 (CertHE); code 2.x denotes Level 5 (DipHE); code 4.x denotes Level 6 (BA Hons); and codes 5.x and 6.x denote Level 7 (Master's Level). The second of the two numbers is random, and serves to differentiate between modules at the same academic level and in the same broad subject area.

Study Hours per Week

Each Module Narrative specifies the 'total study hours' for that module. In line with the UK Credit Frameworks (such as the QAA Quality Code) these hours are calculated on the basis that 1 credit equates to approximately 10 hours of study: as such, a 10-credit module should provide you with 100 hours of study; a 20-credit module should provide you with 200 hours; and so on. The study hours per week include class time (listed separately) as well as other time spent on assessments, revision (where appropriate) and private study (set reading etc.). While the proportion of time allocated to each type of activity may vary from module to module, the overall number of study hours will be broadly commensurate. This is reflected on each Module Narrative. Here, as an example, is a one-semester, 20-credit module):

Study Hours per Week:	<u>Class Hours:</u> Normally 4 hours/week	<u>Other Study Hours:</u> Normally 12 hours/week
Number of Semesters:	Normally 1 semester	
Total Hours:	Up to 200 hours	

For consistency across modules, the hours per week are presented on the Module Narrative as spread across teaching weeks only, but the overall total study hours also include the time spent during revision and study/reading weeks. This means that, in practice, the actual weekly hours of study will be less than what is shown on the Module Narrative.

College Changes to Modules and Programmes

As part of its ongoing commitment to enhancement, the College will from time to time make changes to individual modules (for example to the assessment package or to elements of the module content); occasionally, tutor availability may also change. Students will be consulted where appropriate and will be kept fully informed of any changes which affect them in line with the College's Programme Changes Policy, available at <https://www.oakhill.ac.uk/study-with-us/programmes>. The College also carries out regular programme reviews in line with Middlesex University policy. More information about this process, including student involvement, can be found in the *Regulations & Procedures Handbook*.

Prospective students who have any concerns about possible changes to their modules or programmes should speak to the Admissions Officer (Rosie Cowan) in the first instance. After enrolment, students would be welcome to contact either the Quality Assurance & Enhancement Manager (Anne Andrews) or the Senior Registrar (Caroline Hinch) for further information or advice.

Programmes Offered by Oak Hill College

Programme Title	FHEQ Level	Registration Period		Credits at each level
		Normal Period of Registration	Maximum Period of Registration	
Normal Undergraduate Entry				
Certificate of Higher Education (CertHE) Theology	Level 4	1 year full time or 2 years part time	2 years full time or 4 years part time	120 credits total at Level 4+: At least 100 credits must be at Level 4; the remaining 20 credits can be at Level 4 or Level 5
Diploma of Higher Education (DipHE) Theology	Level 5	2 years full time or 4 years part time	4 years full time or 8 years part time	240 credits total at Level 4+: At least 100 credits must be at Level 4 and at least 100 at Level 5; the remaining 40 credits can be at Levels 4, 5 or 6
Bachelor of Arts (BA Hons) Theology	Level 6	3 years full time or 6 years part time	6 years full time or 12 years part time	360 credits total at Level 4+: At least 100 credits must be at Level 4, at least 100 at Level 5 and at least 120 at Level 6; the remaining 40 credits can be at Levels 4, 5 or 6; by agreement only, 30 credits may be at Level 7
Master in Theology (MTheol) Theology: specialisms in TPS and TCC ⁵	Level 7	4 years full time or 6 years part time	8 years full time or 12 years part time	480 credits at Level 4+: this must include at least 360 at Level 5+, at least 240 at Level 6+ and at least 120 at Level 7
		MTheol Years 3 and 4 may only be taken full time		
Year 3 Direct Entry				
Bachelor of Arts (BA Hons) Theology	Level 6	1 year full time or 2 years part time	2 years full time or 4 years part time	120 credits at Level 6+
Master in Theology (MTheol) Theology: specialisms in TPS and TCC ⁵	Level 7	2 years full time	4 years full time	240 credits at Level 6+: this must include at least 120 at Level 7
		MTheol Years 3 and 4 may only be taken full time		

⁵ TPS (Theological & Pastoral Studies) and TCC (Theology for Crossing Cultures) were two of the three specialisms offered within the College's undergraduate programmes in Theology up to and including 2019-20. The MTheol will be reviewed in 2021 and its structure will then be brought into the line with the College's other undergraduate provision.

Programme Title	FHEQ Level	Registration Period		Credits at each level
		Normal Period of Registration	Maximum Period of Registration	
Normal Postgraduate Entry				
Postgraduate Certificate (PGCert) Theology	Level 7	2 modules in 1 year (Pathway A) or 1 module in each of 2 years (Pathway B) ⁶	1 year (Pathway A) or 2 years including one summer period (Pathway B) ⁶	60 credits at Level 7
Postgraduate Diploma (PGDip) Theology	Level 7	1 year full time or 2 years part time ⁷	24 months full time or 48 months part time ⁷	120 credits at Level 7
Master of Arts (MA) Theology	Level 7	12 months full time or 22-24 months part time ⁷	24 months full time or 48 months part time ⁷	180 credits at Level 7

Non-Award Learning

Non-Award Learning	FHEQ Level	Registration Period		Credits at each level
		Normal Period of Registration	Maximum Period of Registration	
Flexible Learning (crediting learners only)	Levels 4 to 7	1 or 2 semesters determined by the normal module run	2 years from the point of registration for the module	Not applicable

⁶ For formal registration and administrative purposes, Pathway A students will be registered as full time while Pathway B students will be registered as part time.

⁷ For the PGDip, one year constitutes two semesters (i.e. an academic year) while two years constitutes four semesters (two academic years) and one intervening summer period; for the MA, one year constitutes 12 months (i.e. a calendar year) while two years constitutes either 22 or 24 months.

Undergraduate Programme Requirements

Each of the College's programmes is modular in structure, running over two semesters in each academic year, with an optional two-week intensive period in early summer. Modules are rated at either 10 or 20 credit points (Levels 4 to 6) and at either 30 or 60 credits (Level 7). Further information about all of the College's programmes is available in the Programme Specifications, which can be found on the College website (www.oakhill.ac.uk) and on the VLE (under *Academic Life/Programme Specifications*).

Maximum and Minimum Credit Loads

Full-time students will normally take modules worth 120 credits in one academic year; part-time students will normally take modules worth 60 credits. Exceptionally, and by agreement with the College, a student may be allowed to vary this by up to +/- 20 credits as year, as follows:

Mode of Study	Normal Credit Load (per year)	Credit Range Available (per year)
Full-time mode	120	100-140 credits per academic year
Part-time mode	60	40-80 credits per academic year

The exception to this is the CertHE Theology, for which the minimum number of credits is 120: a student registered on the full-time CertHE must register for and complete the full 120 credits across Semester 1 and Semester 2 only in order to complete the qualification in one year.

Part-time students should note that:

- If they choose to take *less than 60 credits* in one year, they will need to plan ahead carefully to ensure that they can make up the credit deficit in subsequent years from the selection of modules available to them on a Monday and Tuesday (please see the sections below for further details).
- If they choose to take *the minimum 40 credits* in one year, this will fall below the current 50-credit threshold for Council Tax exemption (subject to confirmation by individual councils/government regulations); they will also be ineligible for Student 18+ Oyster Cards, Rail Cards, ISIC Cards and the full-time TOTUM Card (although a part-time TOTUM Card may still be open to them): further details are available in the *Regulations & Procedures Handbook 2020-21*.

Summer Intensive Periods

Each year, the College aims to offer some of the elective modules available at Levels 4, 5 and 6 through a rolling programme of Summer Intensives. During any 12-month period, an elective module may be offered *either* in intensive format *or* in standard format, but will not normally be offered in both (to avoid overloading individual members of staff). The Summer Intensive period will normally take place in the first two weeks of July, after the Semester 2 Assessment Board.

Students may opt to study up to 20 credits of their total required credits for the year in the Summer Intensive period *preceding* the start of their next academic year, subject to timetabled offerings: i.e., each student's learning for an academic year will take place during Semester 1, Semester 2 and, optionally, the preceding Summer Intensive period. No student may access an intensive module as part of their programme *prior* to enrolment or *after* completion of their award: as such, Summer Intensives will not be available to new starter students but only to returning/continuing students.

The modules studied may be:

- At the student's current Level;
- At the Level(s) *below*; or
- At the Level *immediately above*.

Students may not take modules that are two Levels above. This is illustrated as follows:

Full-Time Mode Undergraduate Students

Level	Year	Summer Intensives (20 cps max.)	Semester 1	Semester 2	Levels not permitted
4	1	Not available	100-140 cps at L4 or L5		Level 6 and Level 7
5	2	100-140 cps at L4, L5 or L6			Level 7
6	3	100-140 cps at L4, L5, L6 or L7*			None

* Level 7 may be studied only by agreement with the College

Part-Time Mode Undergraduate Students

Level	Year	Summer Intensives (20 cps max.)	Semester 1	Semester 2	Levels not permitted
4**	1	Not available	40-80 cps at L4 or L5		Level 6 and Level 7
4**	2	40-80 cps at L4 or L5			Level 6 and Level 7
5	3	40-80 cps at L4, L5 or L6			Level 7
5	4	40-80 cps at L4, L5 or L6			Level 7
6	5	40-80 cps at L4, L5, L6 or L7*			None
6	6	40-80 cps at L4, L5, L6 or L7*			None

* Level 7 may be studied only by agreement with the College

** While Summer Intensives will not be available to full-time CertHE students (whose programme will end within one academic year), they may be of benefit to part-time CertHE students whose programme will include one summer period.

Auditing

In addition, students are permitted to audit individual modules (i.e. to study, but *not* for credit) alongside the compulsory and elective modules that they are studying for credit as part of their programme. The maximum permitted amounts for auditing shall be determined by the amount that students are studying for credit towards their programme in any given year as follows:

Audit taken during the Academic Year (i.e. Semesters 1 and 2 and Summer Intensives)		
Mode	Total Programme Credits	Maximum Audited Credits Permitted
Full time	100 (min)	40*
	120 (norm)	20
	140 (max)	0
Part time	40 (min)	40*
	60 (norm)	20
	80 (max)	0

* Permissible only at the discretion of the College

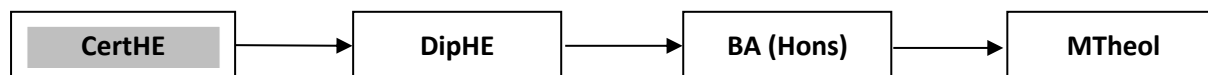
As is the case for crediting, the audited modules studied may be:

- At the student's current Level;

- At the Level(s) *below*; or
- At the Level *immediately above*.

Students may not audit modules that are two Levels above, for example, a student in their CertHE Year may not audit a module at Level 6, while a student in their DipHE Year may not audit a module at Level 7. Please see the table at the top of this page and the Module Offerings for more details.

1. Certificate of Higher Education (CertHE) Theology



The normal length of time a full-time student spends on the CertHE Theology is one academic year of two semesters; the award may also be studied on a part-time basis, normally over two academic years. The Assessment Board awards a CertHE (Certificate of Higher Education) Theology to students who have attained grade 'C' or better in relevant modules worth at least 120 credits at Level 4+ (including all the compulsory modules). At least 100 of these credits must be at Level 4. Where timetabling and successful completion of pre-requisites allow, the remaining 20 credits may be chosen from the selection of elective modules available *either* at Level 4 *or*, if desired, at Level 5. Where students are registered for the DipHE or BA (Hons), the CertHE is the same as the first year of both awards.

The constituent modules for the CertHE in Theology are as follows:

- Table A lists the modules which are compulsory;
- Tables B1 and B2 list the elective modules.

Please Note: Electives are offered subject to viability (based on class size) and not all of the electives listed in the Programme Specification will be available each year. The lists in Tables B1 and B2 below comprise the electives which are currently scheduled to run during 2020-21. The most up to date information can always be found in the Module Offerings document, which is published on the VLE under *Academic Life/Module Offerings* and on the Academic Noticeboard in the Square.

Table A

A	ALL Students are required to take the following modules:	
	Module Code & Title	Credit Weighting
	BDM1.1 Scripture for Theology & Ministry	20 credits
	BL1.1 Introduction to New Testament Greek ⁸	20 credits
	BL1.4 Biblical Studies I (Old Testament)	10 credits
	BL1.8 Biblical Studies II (New Testament)	10 credits
	DC1.2 Doctrine I	10 credits
	DC1.4 Church History I	10 credits
	DC1.5 Church History II	10 credits
	DC1.7 Worldview, Anthropology & Culture	10 credits
	MP1.7 Weekly Church Placement I	0 credits
	<i>Plus 20 credits of Elective Modules (Tables B1 and/or B2)</i>	<i>20 credits</i>

⁸ Exemption may be granted in exceptional circumstances: see the Biblical Languages section on pp.33-34.

Tables B1 and B2

B1	In addition, ALL students may take the following elective modules at Level 4:	
	Module Code & Title	Credit Weighting
	DC1.3 Philosophical Foundations	10 credits
	DC1.6 Reading Calvin's <i>Institutes</i>	10 credits
	DM1.2 Foundations for Cross-Cultural Mission	10 credits
	MP1.1 Foundations for Children's, Youth & Family Ministry	10 credits

B2	The following Level 5 (DipHE Level) modules are also available to CertHE students depending on timetabling and achievement of pre-requisites:	
	Module Code & Title	Credit Weighting
	BL2.1 Intermediate New Testament Greek ⁹	20 credits
	BL2.2 Introduction to Biblical Hebrew	20 credits
	BL2.4 Studies in Old Testament Literature	10 credits
	BL2.10 Pauline Theology	10 credits
	DM2.2 Engagement with Cross-Cultural Mission	10 credits
	DM2.3 Introduction to the World Church	10 credits
	DM2.4 Islam	10 credits
	DM2.5 Place & Season, Others & Self	10 credits
	MP2.1 Engagement with Children's, Youth & Family Ministry	10 credits
	MP2.5 Cross-Cultural Outreach for Church-Based Ministry	10 credits
	MP2.8 Ministry/Mission Experience Placement	0 credits

In 2020-21, these modules will be arranged as follows across the academic year:

	Semester 1	Semester 2
Compulsory Modules (A)	BDM1.1 Scripture for Theology & Ministry	
	BL1.1 Introduction to New Testament Greek	
	BL1.4 Biblical Studies I (Old Testament)	BL1.8 Biblical Studies II (New Testament)
	DC1.4 Church History I	DC1.5 Church History II
	DC1.7 Worldview, Anthropology & Culture	DC1.2 Doctrine I
	MP1.7 Weekly Church Placement I	

	Semester 1	Semester 2
Elective Modules (B1 and B2) <i>Subject to viability of class size</i>	DM1.2 Foundations for Cross-Cultural Mission [L4]	DC1.3 Philosophical Foundations [L4] DC1.6 Reading Calvin's <i>Institutes</i> [L4]
	BL2.1 Intermediate New Testament Greek [L5]	
	BL2.2 Introduction to Biblical Hebrew [L5]	
	BL2.10 Pauline Theology [L5]	BL2.4 Studies in OT Literature [L5]
	DM2.3 Introduction to World Church [L5]	DM2.2 Engagement with Cross-Cultural Mission [L5]
		DM2.4 Islam [L5]

⁹ This requires successful completion of BL1.1 or demonstration of equivalent Greek proficiency: equivalent proficiency can be demonstrated through (a) successful completion of an initial 'exemption test' (taken prior to when BL1.1 would otherwise be taken), followed by (b) successful completion of a BL2.1 entry test (which will be taken alongside all other students registered for BL2.1).

	DM2.5 Place & Season, Others & Self [L5]
	MP2.5 Cross-Cultural Outreach for Church-Based Ministry [L5]
	MP2.8 Ministry/Mission Experience Placement [L5]
	Summer Intensives [Continuing Students Only]
	MP1.1 Foundations for Children's, Youth & Family Ministry [L4]
	MP2.1 Engagement with Children's, Youth & Family Ministry [L5]

Part-time students taking the CertHE over two years

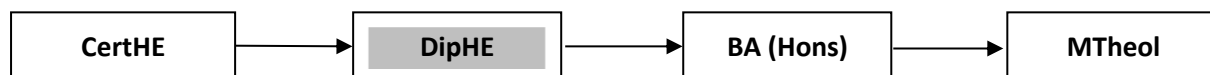
You will work through your compulsory modules in two halves (Year A and Year B). Each year, the College will ensure that the required compulsory modules for the relevant half are offered on a Monday or Tuesday, along with sufficient electives for you to complete your programme; however, other electives may fall on any day of the week, meaning that you will need to make your own arrangements to come in on additional days if you wish to take particular electives in a given year. As noted on p.13 above, part-time students who wish to take any less than 60 credits in a given academic year will therefore need to plan carefully to ensure that they are able to make good the deficit at a later date.

In addition, please note that there may be other aspects of your studies and College life which cannot be timetabled for a Monday or Tuesday which you are required to attend e.g. exams and safeguarding training. Non-compulsory activities such as Study Skills sessions and Communication Workshops may also take place on days other than a Monday or Tuesday. The College will endeavour to give as much notice as possible to enable you to make alternative arrangements so that you can attend these activities.

The academic year 2020-21 will be Year A, meaning that part-time students entering in 2020-21 will take the following modules in their first year:

Year A Cohort: 2020-21	
Compulsory Modules (A)	BDM1.1 Scripture for Theology & Ministry DC1.4 Church History I DC1.5 Church History II DC1.7 Worldview, Anthropology & Culture MP1.7 Weekly Church Placement I <i>Plus:</i> Elective modules worth 10 credits

2. Diploma of Higher Education (DipHE) Theology



The normal length of time a full-time student spends on the DipHE Theology is two academic years of two semesters each; the award may also be studied on a part-time basis, normally over four academic years. The Assessment Board awards a DipHE (Diploma of Higher Education) Theology to students who have attained grade 'C' or better in modules worth at least 240 credits at Level 4+ (including all of the compulsory modules). At least 100 of these 240 credits must be at Level 4 and at least 100 must be at Level 5. Where timetabling and successful completion of pre-requisites allow, the remaining 40 credits may be chosen from the selection of electives available at Levels 4 or 5 (in the CertHE Year) and

at Levels 4, 5 and 6 (in the DipHE Year). The DipHE is the same as the first two years of the BA (Hons) Theology.

The modules available during the CertHE Year are listed on pp.15-17 above. Following on from the CertHE Theology, students will take the following combinations of modules in their DipHE Year:

- Table A lists the modules which are compulsory;
- Tables B1, B2 and B3 list the elective modules.

Please Note:

- Electives are offered subject to viability (based on class size) and not all of the electives listed in the Programme Specification will be available each year. The lists in Tables B1, B2 and B3 below comprise the electives which are currently scheduled to run during 2020-21. The most up to date information can always be found in the Module Offerings document, which is published on the VLE under *Academic Life/Module Offerings* and on the Academic Noticeboard in the Square.
- No elective may be studied for credit twice, i.e. a student may not take an elective module for credit in one year and then credit the same module again in a subsequent year. This includes the small number of modules which have variants offered at both DipHE and BA (Hons) Level.

Table A

A	ALL Students are required to take the following modules:	
	Module Code & Title	Credit Weighting
	BD2.1 Biblical Studies III (Biblical Theology)	10 credits
	BD2.2 Biblical Studies IV (Canonical Exegesis)	10 credits
	BM2.1 Word Ministry I	10 credits
	DC2.2 Doctrine II	10 credits
	DC2.7 Evangelism & Apologetics	10 credits
	DM2.1 Introduction to Christian Ethics	10 credits
	MP2.2 Pastoral Ministry I	10 credits
	MP2.3 Anglican Ministry <i>OR</i> MP2.4 Independent Ministry	10 credits
	MP2.7 Weekly Church Placement II	0 credits
<i>Plus 40 credits of Elective Modules (Tables B1, B2 and/or B3)</i>		40 credits

Tables B1, B2 and B3

B1	In addition, ALL students may take the following elective modules at Level 4:	
	Module Code & Title	Credit Weighting
	DC1.3 Philosophical Foundations	10 credits
	DC1.6 Reading Calvin's <i>Institutes</i>	10 credits
	DM1.2 Foundations for Cross-Cultural Mission	10 credits
MP1.1 Foundations for Children's, Youth & Family Ministry	10 credits	

B2	In addition, ALL students may take the following elective modules at Level 5:	
	Module Code & Title	Credit Weighting
	BL2.1 Intermediate New Testament Greek ¹⁰	20 credits

¹⁰ This requires successful completion of BL1.1 or demonstration of equivalent Greek proficiency: equivalent proficiency can be demonstrated through (a) successful completion of an initial 'exemption test' (taken prior to when BL1.1 would otherwise be taken), followed by (b) successful completion of a BL2.1 entry test (which will be taken alongside all other students registered for BL2.1).

	BL2.2 Introduction to Biblical Hebrew	20 credits
	BL2.4 Studies in Old Testament Literature	10 credits
	BL2.10 Pauline Theology	10 credits
	DM2.2 Engagement with Cross-Cultural Mission	10 credits
	DM2.3 Introduction to the World Church	10 credits
	DM2.4 Islam	10 credits
	DM2.5 Place & Season, Others & Self	10 credits
	MP2.1 Engagement with Children's, Youth & Family Ministry	10 credits
	MP2.5 Cross-Cultural Outreach for Church-Based Ministry	10 credits
	MP2.8 Ministry/Mission Experience Placement	0 credits

B3	The following Level 6 (BA (Hons) Level) modules are also available to DipHE students depending on timetabling and achievement of pre-requisites:	
	Module Code & Title	Credit Weighting
	BD4.2 Justification	20 credits
	BL4.1 General Epistles (Greek)	20 credits
	BL4.2 Reading Biblical Hebrew	20 credits
	BL4.3 Advanced Biblical Hebrew Reading	20 credits
	BL4.4 Wisdom Literature (Hebrew or English)	20 credits
	BL4.6 The Book of Isaiah	20 credits
	BL4.9 John's Gospel & the Johannine Epistles	20 credits
	DC4.6 English Puritanism	10 credits
	DM4.2 Cross-Cultural Mission Placement	20 credits
	DM4.3 Global Theology & Practice	20 credits
	DM4.8 Spiritual Formation in the Reformed Tradition	10 credits
	MP4.3 Advanced Christian Leadership	20 credits

In 2020-21, these modules will be arranged as follows across the academic year:

	Semester 1	Semester 2
Compulsory Modules (A)	BD2.1 Biblical Studies III (Biblical Theology)	BD2.2 Biblical Studies IV (Canonical Exegesis)
	DC2.2 Doctrine II	BM2.1 Word Ministry I
	DM2.1 Introduction to Christian Ethics	DC2.7 Evangelism & Apologetics
	MP2.2 Pastoral Ministry I	
	MP2.3 Anglican Ministry OR MP2.4 Independent Ministry	
	MP2.7 Weekly Church Placement II	
	[MP2.8 Ministry/Mission Experience Placement (where required)]	

	Semester 1	Semester 2
Elective Modules (B1, B2 and B3) Subject to viability of class size	DM1.2 Foundations for Cross-Cultural Mission [L4]	DC1.3 Philosophical Foundations [L4]
		DC1.6 Reading Calvin's <i>Institutes</i> [L4]
	BL2.1 Intermediate New Testament Greek [L5]	
	BL2.2 Introduction to Biblical Hebrew [L5]	
	BL2.10 Pauline Theology [L5]	BL2.4 Studies in OT Literature [L5]
	DM2.3 Introduction to World Church [L5]	DM2.2 Engagement with Cross-Cultural Mission [L5]
		DM2.4 Islam [L5]

		DM2.5 Place & Season, Others & Self [L5]
		MP2.5 Cross-Cultural Outreach for Church-Based Ministry [L5]
	MP2.8 Ministry/Mission Experience Placement [L5]	
	BL4.2 Reading Biblical Hebrew [L6]	
	BL4.1 General Epistles [L6]	BD4.2 Justification [L6]
	BL4.6 The Book of Isaiah [L6]	BL4.3 Advanced Biblical Hebrew Reading [L6]

	DM4.2 Cross-Cultural Mission Placement [L6]	DM4.3 Global Theology & Practice [L6]
	DM4.8 Spiritual Formation in the Reformed Tradition [L6]	BL4.9 John's Gospel & the Johannine Epistles [L6]
	DC4.6 English Puritanism [L6]	BL4.4 Wisdom Literature [L6]
	MP4.3 Advanced Christian Leadership [L6]	
	Summer Intensives [Continuing Students Only]	
	MP1.1 Foundations for Children's, Youth & Family Ministry [L4]	
	MP2.1 Engagement with Children's, Youth & Family Ministry [L5]	
	DC4.6 English Puritanism [L6]	
	MP4.3 Advanced Christian Leadership [L6]	

Part-time students taking the DipHE over four years

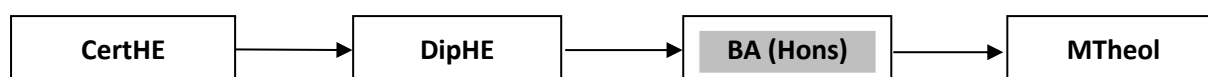
You will work through your compulsory modules in two halves (Year A and Year B). Each year, the College will ensure that the required compulsory modules for the relevant half are offered on a Monday or Tuesday, along with sufficient electives for you to complete your programme; however, other electives may fall on any day of the week, meaning that you will need to make your own arrangements to come in on additional days if you wish to take particular electives in a given year. As noted on p.13 above, part-time students who wish to take any less than 60 credits in a given academic year will therefore need to plan carefully to ensure that they are able to make good the deficit at a later date.

In addition, please note that there may be other aspects of your studies and College life which cannot be timetabled for a Monday or Tuesday which you are required to attend e.g. exams and safeguarding training. Non-compulsory activities such as Study Skills sessions and Communication Workshops may also take place on days other than a Monday or Tuesday. The College will endeavour to give as much notice as possible to enable you to make alternative arrangements so that you can attend these activities.

The academic year 2020-21 will be Year A, meaning that part-time students entering the DipHE part of their programme in 2020-21 will take the following modules:

Year A Cohort: 2020-21	
Compulsory Modules (A)	BD2.1 Biblical Studies III (Biblical Theology) BD2.2 Biblical Studies IV (Canonical Exegesis) MP2.2 Pastoral Ministry I BM2.1 Word Ministry I MP2.7 Weekly Church Placement II <i>Plus:</i> Elective modules worth 20 credits

3. Bachelor of Arts (BA (Hons)) Theology



The normal length of time a full-time student spends on the BA (Hons) Theology is three academic years of two semesters each; the award may also be studied on a part-time basis, normally over six academic years. The Assessment Board awards a BA (Hons) (Bachelor of Arts with Honours) Theology to students who have attained a Pass grade or better in modules worth at least 360 credits at Level 4+ (including all of the compulsory modules). At least 100 of these 360 credits must be at Level 4, at least 100 must be at Level 5 and at least 120 must be at Level 6+. Where timetabling and successful completion of pre-requisites allow, the remaining 40 credits may be chosen from the selection of electives available at Levels 4 or 5 (in the CertHE Year), at Levels 4, 5 and 6 (in the DipHE Year) and Levels 4, 5, 6 and 7 (in the BA Year). With respect to the BA Year, students may seek permission to take *one* Enhanced BA-Level Module (Level 7) from the selection available each year as a ‘challenge module’; this will be *in lieu of* the equivalent module at BA Level (Level 6). Such modules carry a weighting of 30 credits (rather than 20).

The final classification of the BA (Hons) degree will be based *only* on the grades achieved at Level 6 or higher and not on the grades achieved at Levels 4 or 5. The classification will be calculated on the basis of the grades achieved in *ALL* successfully passed modules at Level 6 or higher; as such, if a student chooses to take more than 120 credits at Level 6 or higher, then their final grade will include the results of *ALL* these modules (taking into account the individual credit weightings of each module).

The modules available during the CertHE and DipHE Years are listed on pp.15-17 and pp.18-20 above. Following on from the DipHE Theology, students will take the following combinations of modules:

- Table A lists the modules which are compulsory;
- Tables B1 and B2 list the elective modules at Levels 6 and 7.

Please Note:

- Electives are offered subject to viability (based on class size) and not all of the electives listed in the Programme Specification will be available each year. The lists in Tables B1 and B2 below comprise the electives which are currently scheduled to run during 2020-21. The most up to date information can always be found in the Module Offerings document, which is published on the VLE under *Academic Life/Module Offerings* and on the Academic Noticeboard in the Square.
- No elective may be studied for credit twice, i.e. a student may not take an elective module for credit in one year and then credit the same module again in a subsequent year. This includes the small number of modules which have variants offered at both DipHE and BA (Hons) Level.

Table A

A	ALL Students are required to take:	
	Module Code & Title	Credit Weighting
	BDM4.1 Pastoral Epistles	20 credits
	BM4.1 Word Ministry II	10 credits
	DC4.2 Doctrine of God	10 credits
	DM4.1 Evangelical Public Theology for Mission	10 credits
	MP4.2 Pastoral Ministry II	10 credits
	<i>Plus 60 credits of Elective Modules (Tables B1 and/or B2)</i>	<i>60 credits</i>

Tables B1 and B2

B1	In addition, ALL students may take the following Elective Modules at Level 6:	
	Module Code & Title	Credit Weighting
	BD4.2 Justification	20 credits
	BL4.1 General Epistles (Greek)	20 credits
	BL4.2 Reading Biblical Hebrew	20 credits
	BL4.3 Advanced Biblical Hebrew Reading	20 credits
	BL4.4 Wisdom Literature (Hebrew or English)	20 credits
	BL4.6 The Book of Isaiah	20 credits
	BL4.9 John's Gospel & the Johannine Epistles	20 credits
	DC4.6 English Puritanism	10 credits
	DM4.2 Cross-Cultural Mission Placement	20 credits
	DM4.3 Global Theology & Practice	20 credits
	DM4.8 Spiritual Formation in the Reformed Tradition	10 credits
	MP4.3 Advanced Christian Leadership	20 credits
	RD4.1 Short Dissertation	20 credits
	RD4.2 Short Project	20 credits
RD4.5 Guided Reading: Topics in [...] (a) Virtue Ethics & the Old Testament (b) Heppe, Reformed Dogmatics	20 credits	
RD4.6 Guided Reading in a Semitic Language	20 credits	

B2	By permission only, one Enhanced BA-Level Module (Level 7) in lieu of the equivalent module at BA Level (Level 6):	
	Module Code & Title	Credit Weighting
	BD5.1 Justification in the Bible & in Christian Doctrine	30 credits
	BS5.2 Advanced Biblical Hebrew Reading	30 credits
	BS5.5 Wisdom Literature (Hebrew or English)	30 credits
	BS5.9 General Epistles (Greek)	30 credits
	DW5.2 Global Theology & Practice	30 credits

In 2020-21, these modules will be arranged as follows across the academic year:

	Semester 1	Semester 2
Compulsory Modules (A)	BDM4.1 Pastoral Epistles	
	BM4.1 Word Ministry II	DM4.1 Evangelical Public Theology for Mission
	DC4.2 Doctrine of God	MP4.2 Pastoral Ministry II

	Semester 1	Semester 2
Elective Modules (B1, B2 and B3) Subject to viability of class size	BL4.2 Reading Biblical Hebrew [L6]	
	BL4.1 General Epistles [L6]	BD4.2 Justification [L6]
	BL4.6 The Book of Isaiah [L6]	BL4.3 Advanced Biblical Hebrew Reading [L6]
	DM4.2 Cross-Cultural Mission Placement [L6]	DM4.3 Global Theology & Practice [L6]

	DM4.8 Spiritual Formation in the Reformed Tradition [L6]	BL4.9 John's Gospel & the Johannine Epistles [20]
	DC4.6 English Puritanism [L6]	BL4.4 Wisdom Literature [L6]
	MP4.3 Advanced Christian Leadership [L6]	
	RD4.5 Guided Reading: Virtue Ethics [L6]	RD4.5 Guided Reading: Heppe [L6]
	RD4.6 Guided Reading in a Semitic Language [L6]	
	RD4.1 Short Dissertation [L6] OR RD4.2 Short Project [L6] (Semester 1 or 2)	
	With permission: <i>one</i> Enhanced BA-Level module [L7] from the selection available:	
	BS5.9 General Epistles [L7]	BD5.1 Justification in the Bible & in Christian Doctrine [L7]
		BS5.2 Advanced Biblical Hebrew Reading [L7]
		BS5.5 Wisdom Literature [L7]
		DW5.2 Global Theology & Practice [L7]
	Summer Intensives	
	DC4.6 English Puritanism [L6]	
	MP4.3 Advanced Christian Leadership [L6]	

Part-time students taking the BA (Hons) over six years

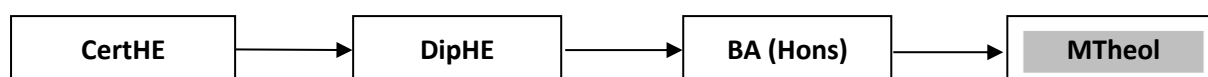
You will work through your compulsory modules in two halves (Year A and Year B). Each year, the College will endeavour to ensure that the required compulsory modules for the relevant half are offered on a Monday or Tuesday; however, at BA (Hons) Level, students will need to come into College on other days of the week in order to take their elective modules: timetabling constraints mean that it will not be possible to fit all BA (Hons)-level elective modules onto a Monday and Tuesday, as well as electives for the CertHE and DipHE levels of study. As noted on p.13 above, part-time students who wish to take any less than 60 credits in a given academic year will therefore need to plan carefully to ensure that they are able to make good the deficit at a later date.

In addition, please note that there may be other aspects of your studies and College life which cannot be timetabled for a Monday or Tuesday which you are required to attend e.g. exams and safeguarding training. Non-compulsory activities such as Study Skills sessions and Communication Workshops may also take place on days other than a Monday or Tuesday. The College will endeavour to give as much notice as possible to enable you to make alternative arrangements so that you can attend these activities.

The academic year 2020-21 will be Year A, meaning that part-time students entering the BA (Hons) part of their programme in 2020-21 will take the following modules in their first year:

Year A Cohort: 2020-21	
Compulsory Modules (A)	DC4.2 Doctrine of God DM4.1 Evangelical Public Theology for Mission MP4.2 Pastoral Ministry II <i>Plus 30 credits of elective modules</i>

4. Master in Theology (MTheol) Theology (TPS, TCC)¹¹



The MTheol Theology is a four-year (when full time) integrated undergraduate Master's degree, building from a broad foundation of theological, pastoral and cross-cultural studies in the first three years to an area of in-depth specialisation of the student's choice in the fourth year.

The normal length of time a full-time student spends on the programme is four academic years of two semesters each. The first two years are effectively the DipHE or FdA¹² Theology (the latter specialising in Theological & Pastoral Studies or Theology for Crossing Cultures as appropriate) and can be completed full time or part time. The third and fourth years can normally only be completed full time.

During Year 3, in addition to the normal requirements for the BA year, MTheol students must take:

- A Short Dissertation (RD4.1, formerly coded RP4.2) as one of their 'Elective' modules: for students specialising in TCC,¹¹ this will have an appropriate mission emphasis;
- Postgraduate Research Seminars (non-credit bearing): These will normally take place monthly on a weekday evening: the details will be announced at the start of the academic year;
- Students intending to specialise in TCC during their fourth year must also complete the following modules during Year 3: DM4.2 Cross-Cultural Mission Placement (formerly coded PM4.8; to be completed during the summer before the third year commences) and DM4.3 Global Theology & Practice (formerly coded DW4.2).

During Year 4, MTheol students must take:

- *Either* a Long Dissertation (RP6.4) *or* a Short Dissertation (RP6.2) and a Short Project (RP6.3);
- Two taught modules: one must be at Specialist Master's Level (coded 6.x) while the other may be either at Enhanced BA (Hons) Level (coded 5.x) or at Specialist Master's Level;¹³
- For TCC students, one of their taught modules must be either CW6.2 Advanced Islamic Studies or DW6.1 Christian Theology of World Religions;
- Postgraduate Research Seminars (non-credit bearing): as above.

The Assessment Board awards an MTheol Theology to students who have completed and passed modules of which the combined value is at least 480 credits (including all of the compulsory modules). At least 120 of these 480 credits must be at Level 6 (BA Level) and 120 must be at Level 7 (Master's Level). There are specific progression requirements at each stage of the MTheol, as follows:

Levels 4 and 5 (Years 1 and 2) – DipHE or FdA Theology¹²

Progression Requirements

Students must obtain an average of a 2.1 (B+) or better across all modules taken for credit in the first two years of study (see the *Regulations & Procedures Handbook* for more information about how the average is calculated). Students who achieve an average grade of less than B+ may be allowed to continue with the BA (Hons) Theology but will not subsequently proceed into Year 4 of the MTheol.

¹¹ TPS (Theological & Pastoral Studies) and TCC (Theology for Crossing Cultures) were two of the three specialisms offered within the College's undergraduate programmes in Theology up to and including 2019-20. The MTheol will be reviewed in 2021 and its structure will then be brought into the line with the College's other undergraduate provision.

¹² This is the case at present: the MTheol will be reviewed in 2021 and from that point onwards will build solely upon the CertHE, DipHE and BA (Hons) years as validated in Autumn 2019.

¹³ Specialist Master's-Level modules (coded 6.x) are open to Master's-Level students only; Enhanced BA (Hons)-Level modules (coded 5.x) share some of their teaching with BA (Hons)-Level students.

Level 6 (Year 3) – BA (Hons) Theology
<p>Progression Requirements</p> <p>In order to progress into Year 4, students must obtain for their taught modules an average grade of at least 8. Students must also complete a short dissertation (RD4.1, formerly coded RP4.2) for which they must obtain a grade of 8 or better, and must participate in regular Postgraduate Research Seminars (which are non-credit bearing). Lower grades (9-12) at Level 6 are still pass marks and might enable students to be awarded a BA (Hons) Theology instead of proceeding to Year 4 of the MTheol.</p>
Level 7 (Year 4) – MTheol Theology
<p>Progression Requirements</p> <p>At Level 7, the pass mark is 12 on the postgraduate 15-point scale. Lower grades are Fail grades; however, it may be possible for the student to be awarded a BA (Hons) as an exit qualification.</p>

In 2020-21, the following Specialist Master’s and Enhanced BA (Hons) modules will be available. All are worth 30 credits each, apart from RP6.4 (Long Dissertation), which is worth 60 credits:

Enhanced BA (Hons)-Level Modules	Specialist Master’s Level Modules
<p>BD5.1 Justification in the Bible & in Christian Doctrine</p> <p>BS5.2 Advanced Biblical Hebrew Reading</p> <p>BS5.5 Wisdom Literature (Hebrew or English)</p> <p>BS5.9 General Epistles (Greek)</p> <p>DW5.2 Global Theology & Practice</p>	<p>BD6.4 Hermeneutics & Epistemology</p> <p>DW6.1 Christian Theology of World Religions</p> <p>RP6.2 Master's-Level Short Dissertation</p> <p>RP6.3 Master's-Level Short Project</p> <p>RP6.4 Master's-Level Long Dissertation</p> <p>RP6.7 Guided Reading Project</p> <p>RP6.8 Guided Reading in a Biblical Language</p>

Please note that it is not possible to take the same module twice and, as such, a student may not take RP6.8 twice to cover more than one biblical language (e.g. Hebrew and Greek) and may not undertake two RP6.7 Guided Reading Projects, even if they cover different subject areas.

Guided Reading Modules (RP6.7) in 2020-21

Students who wish to take RP6.7 (Guided Reading) will need to do the following:

- Discuss with the relevant Faculty Member whether they would be willing to supervise the project;
- If the answer is yes, confirm this with the Director of Postgraduate Studies (Chris Ansberry) and the Acting Vice Principal (Matthew Sleeman);
- Note on the Module Choice Form the semester(s) in which the project will be conducted;
- Ask the agreed supervisor and Director of Postgraduate Studies to sign the Module Choice Form;
- Return the signed form to the Academic Office.

5. Requirements for Anglican Ordinands

As noted on p.4, Oak Hill College is an approved training institution for Church of England Ordinands, and all of its full-time programmes (with the exception of the CertHE and the PGCert) are approved pathways for ordination training. Although it is the College’s intention that every element of its programmes should play a part in preparing Ordinands for ministry, the following modules and placements are particularly important in this context:

- MP2.3 (Anglican Ministry): taken during the DipHE Year (10 credits);
- BM2.1 (Word Ministry I): taken during the DipHE Year (10 credits);

- MP1.7 (Weekly Church Placement I): taken during the CertHE Year (0 credits);
- MP2.7 (Weekly Church Placement II): taken during the DipHE Year (0 credits);
- MP2.8 (Ministry/Mission Experience Placement) *if required*: may be taken during either year or in the summer break between the two levels of study (0 credits).

Undergraduate Ordinands studying for a DipHE, BA (Hons) or MTheol Theology will normally take these modules and placements as part of the standard full-time programme. For prospective students, queries about both standard and non-standard patterns of training for Ordinands should be directed to the Admissions Office (via Rosie Cowan in the first instance). For current students, queries about standard patterns of study may be directed either to the Admissions Office (via Clare Osborne) or to the Academic Office (via Caroline Hinch); queries about non-standard patterns of training should be directed to the Admissions Office (via Clare Osborne).

Further information about placements can be found on pp.34-35 below; in the Placements Handbook, which is distributed early on each year by the Director of College Placements; and on the individual placement module pages on the VLE. New students are given access to the VLE during the summer before their arrival at College.

Postgraduate Programme Requirements

All of the College's postgraduate awards are modular in structure, running over two semesters each academic year (plus one summer period for the MA). Modules are rated at either 30 or 60 credit points at Master's Level (Level 7).

Postgraduate modules are divided into three subject areas (Biblical Studies, Theology & Church History and Practical Theology & Ministry). PGDip and MA students are *encouraged* to take modules across the full range of subject areas, but are not *required* to do so.

Individual modules are coded 5.x and 6.x (for example, BS5.9 or BD6.4). Those with the code 5.x are termed 'Enhanced BA (Hons)-Level Modules' and classes may be shared with BA (Hons)-Level students; those with the code 6.x are termed 'Specialist Master's-Level Modules' and classes will consist exclusively of Master's-Level students. The combination of 5.x and 6.x modules which may be taken varies according to the chosen programme, as set out below.

1. Postgraduate Certificate (PGCert) Theology



The PGCert is a postgraduate qualification of 60 credits at Level 7, comprising two modules worth 30 credits each. There are two possible pathways to complete the award:

- Pathway A: Both 30 credit modules will be completed during one academic year
- Pathway B: The two 30 credit modules will be completed over two academic years (i.e. one per year)

For formal registration and administrative purposes, Pathway A students will be registered as full time, while Pathway B students will be registered as part time.

To be awarded a PGCert, students must take the following modules. Please note that electives are offered subject to viability (based on class size) and that not all of the electives listed in the Programme Specification are available every year. Table B lists the electives which are currently scheduled to run in 2020-21. The most up to date information can always be found in the Module Offerings document, which is published on the VLE under *Academic Life/Module Offerings* and on the Academic Noticeboard in the Square.

Table A

A	Compulsory Elements:	
	Module Code & Title	Credit Weighting
	BD6.4 Hermeneutics, Epistemology & the Knowledge of God	30 credits
	Postgraduate Research Seminars (non-credit bearing): These will normally take place monthly on a weekday evening: the details will be announced at the start of the academic year.	0 credits

Table B

B	In addition to A, PGCert students may take <i>one</i> of the following Electives:	
	Module Code & Title	Credit Weighting
	DW6.1 Christian Theology of World Religions	30 credits
	RP6.6 Independent Research Project	30 credits
	RP6.7 Guided Reading Project	30 credits
	RP6.8 Guided Reading in a Biblical Language	30 credits

Guided Reading Modules (RP6.7) in 2020-21

Students who wish to take RP6.7 (Guided Reading) will need to do the following:

- Discuss with the relevant Faculty Member whether they would be willing to supervise the project;
- If the answer is yes, confirm this with the Director of Postgraduate Studies (Chris Ansberry) and the Acting Vice Principal (Matthew Sleeman);
- Note on the Module Choice Form the semester(s) in which the project will be conducted;
- Ask the agreed supervisor and Director of Postgraduate Studies to sign the Module Choice Form;
- Return the signed form to the Academic Office.

2. Postgraduate Diploma (PGDip) Theology



The PGDip is a postgraduate qualification of 120 credits at Level 7, comprising four modules of 30 credits each. It may be completed either as a full-time or as a part-time programme. If full-time, the programme runs for one academic year of two semesters; if part time, the programme normally runs for four semesters and an intervening summer period.

To be awarded a PGDip, students must take the following modules. Please note that electives are offered subject to viability (based on class size) and that not all of the electives listed in the Programme Specification are available every year. Table B lists the electives which are currently scheduled to run in 2020-21. The most up to date information can always be found in the Module Offerings document, which is published on the VLE under *Academic Life/Module Offerings* and on the Academic Noticeboard in the Square.

Table A:

A	Compulsory Elements:	
	Module Code & Title	Credit Weighting
	BD6.4 Hermeneutics, Epistemology & the Knowledge of God	30 credits
	Postgraduate Research Seminars (non-credit bearing): These will normally take place monthly on a weekday evening: the details will be announced at the start of the academic year.	0 credits

Table B

B	In addition to A, PGDip students must take <i>three</i> of the following Electives, at least one of which must be a taught Specialist Master’s-Level module (coded 6.x):	
	Module Code & Title	Credit Weighting
	BD5.1 Justification in the Bible & in Christian Doctrine	30 credits
	BS5.2 Advanced Biblical Hebrew Reading	30 credits
	BS5.5 Wisdom Literature (Hebrew or English)	30 credits
	BS5.9 General Epistles (Greek)	30 credits
	DW5.2 Global Theology & Practice	30 credits
	DW6.1 Christian Theology of World Religions	30 credits
	RP6.6 Independent Research Project ¹⁴	30 credits
	RP6.7 Guided Reading Project	30 credits
RP6.8 Guided Reading in a Biblical Language	30 credits	

Please note that it is not possible to take the same module twice and, as such, a student may not take RP6.8 twice to cover more than one biblical language (e.g. Hebrew and Greek) and may not undertake two RP6.7 Guided Reading Projects, even if they cover different subject areas.

Guided Reading Modules (RP6.7) in 2020-21

Students who wish to take RP6.7 (Guided Reading) will need to do the following:

- Discuss with the relevant Faculty Member whether they would be willing to supervise the project;
- If the answer is yes, confirm this with the Director of Postgraduate Studies (Chris Ansberry) and the Acting Vice Principal (Matthew Sleeman);
- Note on the Module Choice Form the semester(s) in which the project will be conducted;
- Ask the agreed supervisor and Director of Postgraduate Studies to sign the Module Choice Form;
- Return the signed form to the Academic Office.

3. Master of Arts (MA) Theology



The MA is a postgraduate qualification of 180 credits at Level 7, comprising four taught modules worth 30 credits each and a dissertation package worth 60 credits. The award may be studied on a full-time or a part-time basis according to the following pattern:

- The normal length of study for a full-time MA is 12 months (two semesters and one summer period). A full-time student will study the four taught modules over the two semesters, while preparing for their dissertation, and will complete the dissertation package during the summer.
- The normal length of study for a part-time student is 22 or 24 months (four semesters and one or two summer periods). The four taught modules will be studied across the four semesters. Dissertation work takes place across the full registration period, including intensive work over the summer; for 22-month students, the final dissertation must be completed at the end of the fourth semester, while for 24-month students, the dissertation must be completed at the end of the second summer.

¹⁴ RP6.6, if taken, would not count as the Specialist Master’s-Level Module because it is not a ‘taught’ module.

To be awarded an MA, students must take the following modules. Please note that electives are offered subject to viability (based on class size) and that not all of the electives listed in the Programme Specification are available every year. Table B lists the electives which are currently scheduled to run in 2020-21. The most up to date information can always be found in the Module Offerings document, which is published on the VLE under *Academic Life/Module Offerings* and on the Academic Noticeboard in the Square.

Table A

A	Compulsory Elements:	
	Module Code & Title	Credit Weighting
	BD6.4 Hermeneutics, Epistemology & the Knowledge of God	30 credits
	<i>Either</i> RP6.4 Long Dissertation <i>Or</i> RP6.2 Short Dissertation <i>and</i> RP6.3 Short Project	60 credits 30 credits each
	Postgraduate Research Seminars (non-credit bearing): These will normally take place monthly on a weekday evening: the details will be announced at the start of the academic year.	0 credits

Table B

B	In addition to A, MA students must take <i>three</i> of the following Electives, <i>at least one of which must be a taught Specialist Master's-Level module (coded 6.x):</i>	
	Module Code & Title	Credit Weighting
	BD5.1 Justification in the Bible & in Christian Doctrine	30 credits
	BS5.2 Advanced Biblical Hebrew Reading	30 credits
	BS5.5 Wisdom Literature (Hebrew or English)	30 credits
	BS5.9 General Epistles (Greek)	30 credits
	DW5.2 Global Theology & Practice	30 credits
	DW6.1 Christian Theology of World Religions	30 credits
	RP6.7 Guided Reading Project	30 credits
	RP6.8 Guided Reading in a Biblical Language	30 credits

Please note that it is not possible to take the same module twice and, as such, a student may not take RP6.8 twice to cover more than one biblical language (e.g. Hebrew and Greek) and may not undertake two RP6.7 Guided Reading Projects, even if they cover different subject areas.

Guided Reading Modules (RP6.7) in 2020-21

Students who wish to take RP6.7 (Guided Reading) will need to do the following:

- Discuss with the relevant Faculty Member whether they would be willing to supervise the project;
- If the answer is yes, confirm this with the Director of Postgraduate Studies (Chris Ansberry) and the Acting Vice Principal (Matthew Sleeman);
- Note on the Module Choice Form the semester(s) in which the project will be conducted;
- Ask the agreed supervisor and Director of Postgraduate Studies to sign the Module Choice Form;
- Return the signed form to the Academic Office.

5. Relationship between the PGCert, PGDip and MA Theology

There is a close relationship between the PGCert (60 credits), PGDip (120 credits) and MA Theology (180 credits). On application to the Admissions Office, and in discussion with the Director of Postgraduate Studies, a PGCert student may be allowed to 'top-up' to registration for the PGDip or the MA. In the same way, a PGDip student may be allowed to 'top-up' to registration for the MA. There are strict deadlines for such applications, in particular as regards the MA, since a successful student needs to meet timing requirements for preparation of the MA dissertation package. In addition, RP6.6 (Independent Research Project) is not available for MA students. As such, if a student has taken RP6.6 as part of his/her PGCert or PGDip and chooses to 'top up' to the MA before the PGCert/PGDip has been awarded, then he/she will need to complete a suitable replacement module for RP6.6 as well. However, if the student has already been awarded a PGCert or PGDip and subsequently decides to top up to the MA, then a replacement for RP6.6 will not be required.

Conversely, an MA Theology student who passes the four taught modules (120 credits), including the core module BD6.4, but not the MA dissertation/project package, may be awarded the PGDip as an exit qualification. Similarly, a PGDip or MA student who passes two taught Specialist Master's-Level (6.x) modules (60 credits), including the core module BD6.4, but who does not meet the remaining programme requirements for the PGDip or the MA, may be awarded a PGCert as an exit qualification. Any student previously awarded the PGCert or PGDip as an exit qualification may not subsequently apply to 'top-up' again to a higher award.

6. Requirements for Anglican Ordinands

As noted on p.4, Oak Hill College is an approved training institution for Church of England Ordinands, and all of its full-time programmes (with the exception of the CertHE and the PGCert) are approved pathways for ordination training. Postgraduate Ordinands who are already Theology graduates will normally study for a PGDip or an MA Theology: their programme will be technically full time, will last for two academic years, and will normally include the following elements:

	PGDip Theology (2 academic years)	MA Theology (22 or 24 months)
1	The PGDip part time (four 30-credit modules taken across two academic years)	The MA part time (four 30-credit taught modules and a 60-credit dissertation package taken across either a 22- or a 24-month period)
2	A selection of modules from the DipHE Theology to provide specific Anglican training: this will normally comprise: <ul style="list-style-type: none"> • MP2.3 Anglican Ministry (10 credits) • BM2.1 Word Ministry I (10 credits) • MP1.7 Weekly Church Placement I (0 credits) • MP2.7 Weekly Church Placement II (0 credits) • MP2.8 Ministry/Mission Experience Placement (0 credits) <i>if required</i>: may be taken during the either year or in the summer break between the two years (0 credits) 	
3	Elective modules (100 credits) to take the total number of credits over two years to 240. These may be at any level of study (from Level 4 to Level 7).	Elective modules (40 credits) to take the total number of credits over two years to 240. These may be at any level of study (from Level 4 to Level 7).

For prospective students, queries about both standard and non-standard patterns of training for postgraduate Ordinands should be directed to the Admissions Office (via Rosie Cowan in the first

instance). For current students, queries about standard patterns of study may be directed either to the Admissions Office (via Clare Osborne) or to the Academic Office (via Caroline Hinch); queries about non-standard patterns of training should be directed to the Admissions Office (via Clare Osborne).

Further information about placements can be found on pp.34-35 below; in the Placements Handbook, which is distributed early on each year by the Director of College Placements; and on the individual placement module pages on the VLE. New students are given access to the VLE during the summer before their arrival at College.

Other Programme Information

1. Biblical Languages: Greek and Hebrew

a. New Testament Greek

All students are required to take BL1.1 (Introduction to New Testament Greek) as a compulsory module at Level 4 (CertHE). However, this compulsory requirement may be waived in exceptional circumstances. Where this is agreed, exemption for BL1.1 is given without credit, i.e. alternative module(s), to the value of 20 credits at Level 4 (CertHE) or Level 5 (DipHE), must be studied as a replacement for BL1.1. The exceptional circumstances are:

- a. Where a student has a relevant specific learning difficulty (e.g. dyslexia, dyspraxia etc.), as confirmed by an Educational Psychologist's Report. Ideally, the specific learning difficulty will have been identified during the Admissions process and a confirming Educational Psychologist's Report provided. When a new student is asked to complete their Module Choice Form prior to the commencement of their studies at College, they may request, if they wish, to take an alternative module (or modules). If a student's specific learning difficulty is confirmed after they have started at College, replacement module(s) will be identified as soon as possible.
- b. Where a student has previously studied Greek to a sufficient level to gain exemption from the module. New students who inform the College during the Admissions process of previous study in Greek will be required to successfully pass the Greek exemption test taken during Welcome Week.
- c. Where a student fails the first assessed test (about 4 or 5 weeks into the first term) and requests to withdraw from the module with the consent of the module tutors. A module tutor may (after initial assessment) advise a student that they are likely to fail BL1.1. In this case, a student is never forced to follow the tutor's advice to drop the module. Should they opt to continue studying and then fail to pass the module at the end of the year, it will be listed as a 'Fail' on their record and they will be required to make up the required credit deficit to pass Level 4 (CertHE) by passing other modules. Where no such recommendation to withdraw has been made by the module tutor, students who have failed BL1.1 at the first attempt will be required to take the re-assessments in order to pass the module.

b. Biblical Hebrew

The study of Hebrew is not a compulsory requirement for Oak Hill programmes. Therefore, the dropping or failing of a Hebrew module is governed by the normal 'Elective' rules i.e. that a student must make good the failed credit either by taking re-assessments or by taking an additional module or modules (with the same credit value and at the appropriate levels) to make good the credit deficit.

c. BL1.1/BL2.1 and BL2.2/BL4.2 for Part-Time Students

As noted above, all students are expected to take BL1.1 (Introduction to New Testament Greek) during their CertHE year(s): this includes part-time as well as full-time students.

Because of our commitment to concentrating classes for part-time students on Mondays and Tuesdays each week, there will sometimes be a gap of one academic year in between the completion of BL1.1 and the commencement of BL2.1 (Intermediate New Testament Greek); sometimes, the gap may even be two academic years. Whilst the College tries very hard to mitigate against this, it is impossible to

give any guarantees about precisely when BL2.1 will become available for part-time students on a Monday or Tuesday within each DipHE cycle.

Likewise, there is sometimes a similar gap of one or more academic years between completion of BL2.2 (Introduction to Biblical Hebrew) and commencement of BL4.2 (Reading Biblical Hebrew) in terms of the timetabling of these modules on a Monday or Tuesday. Both of these are electives.

2. Communication Workshops

All students will be offered the opportunity to undertake a Communication Workshop during their time at College, led by a team of external communications experts. Further information about the timing and content of the workshops will be made available during the course of the academic year.

3. Placements and Missions

a. Placement Requirements

All undergraduate students and all Ordinands (whether undergraduate or postgraduate) will take part in a placements scheme during the course of their programme: students will take MP1.7 (Weekly Church Placement I) in their CertHE year(s), followed by MP2.7 (Weekly Church Placement II) in their DipHE year(s). The nature of each placement will be tailored to each student's particular training needs, for example whether they are an Independent or Anglican student, whether they are training for ordination in the Church of England, whether they would like to focus on cross-cultural ministry, ministry to children and young people, and so on.

Assessment of each placement will be by means of the Placement Coordinator's evaluation of a portfolio of reports: this will include a placement supervisor's report to confirm satisfactory completion of the placement requirements and student reflections on their personal goals and learning. If a student is deemed to have 'failed' a placement, then the requirements for re-sitting it will be agreed with the Placements Coordinator and the Academic Office as appropriate.

Please Note: Part-time students will need to complete a weekly church placement during each of their CertHE and DipHE years: thus, for example, a part-time student completing a DipHE over four years would need to have a church placement in all four of those years. However, the placement church will normally be their home church.

b. Ministry/Mission Experience Placement and the Cross-Cultural Mission Placement

All undergraduate students and postgraduate Ordinands also have the opportunity to participate in an optional 'Ministry/Mission Experience Placement' (MP2.8), as part of which they may observe, evaluate and/or participate in ministry activities under the supervision of a minister or other mission leader: as part of the placement, students will set individual goals, gauge growth by reflecting critically on their experiences, and receive critical appraisal of their participation from the supervisor. As with the standard placements, assessment of the experience will be by means of the Placement Coordinator's evaluation of a portfolio of reports, including a placement supervisor's report and student reflections.

Students who wish to specialise in cross-cultural ministry may use MP2.8 as the basis for a short-term placement in a different cultural setting (overseas if desired). Students who are intending to continue

on to BA-level study or to the MTheol will have the opportunity to complete a further cross-cultural placement before the start of their BA (Hons) year, of at least one month's duration (DM4.2): the assessment package for this second placement comprises a preliminary briefing paper (submitted in Semester 2 of the previous year); a report by the student; an essay relating to one aspect of the experience; and a supervisor's report. Depending on the nature of the essay, ethical clearance by the Research Ethics Committee may be required; students will be given an opportunity to discuss this with the Director of Global Mission and the Quality Assurance & Enhancement Manager.

Please Note: Cross-Cultural Placements (DM4.2 and, potentially, MP2.8) may require additional expenditure over and above the standard module fees, in particular if the activities take place overseas. Students for whom the additional expenditure may prove difficult are encouraged to discuss the matter as soon as possible with the Director of Global Mission.

The College has specific guidelines for the conduct of overseas placements. Students who are intending to complete a placement outside of the UK should note the following in particular:

- Placements will normally be arranged by the student with an established Mission Agency, adhering to the *Global Connections Code of Best Practice for Short-Term Mission*.
- Students with previous experience overseas, who are returning to places in which they have previously lived, may make arrangements with people they know, whether or not they are members of an agency.
- The Director of Global Mission will approve all placements, and reserves the right **not** to approve any placement which is deemed unsuitable.
- Full details of the location and itinerary must be provided to the Director of Global Mission prior to the student's departure.
- The student must provide evidence of adequate insurance, including emergency evacuation cover.
- The Agency (or sponsoring persons) will be supplied with the contact details of the College and the Director of Global Mission.
- Before departure, the Director of Global Mission and the student will determine contact procedures and protocols.
- In the event of any conflict or un-Christian behaviour by the student whilst overseas, the situation will be dealt with by the Director of Global Mission if it cannot be resolved or dealt with by the agency personnel.
- In the event of a breakdown of arrangements overseas, and if the agency cannot supply an acceptable alternative, the student will be able to arrange another placement without penalty.
- In the event of a crisis situation that cannot be dealt with by any other means, the College will arrange for personnel to travel to the place of the incident, subject to any advice received from the Foreign & Commonwealth Office and in consultation with the student's family.
- Other regulations may be put in place in special circumstances.
- Students will be given a personal debriefing on their return. In the event of the student experiencing traumatic events, the College will arrange specific counselling.

If a student is awarded a 'Fail' for the written elements of MP2.8 or DM4.2 (e.g. the student reflection or the essay) they may re-submit the piece of work at a later date as for any other module. However, if serious concerns are raised by the Mission Agency or by their local supervisor as part of their feedback on the student, this may result in failure of the placement overall. The nature of the negative feedback will be closely considered by the College and, depending on the circumstances, the student may be allowed to repeat the placement the following year.

4. Dissertations and Projects

Students who are required or who wish to submit a dissertation or project must register to do so during the semester before the start of the academic year in which they are to prepare it (e.g. in Semester 2 of Year 2 for a BA student, or in Semester 2 of Year 3 for an MTheol student); there are separate arrangements for postgraduate students and for those entering directly into the third year of the BA (Hons) Theology, information about which is available from the Admissions Office.

Details of the various types of dissertation and project available may be found in the 'Brief Module Information' sections which follow (pp.75-77 and pp.86-91 below). Details of the technical requirements governing the preparation and submission of dissertations and projects may be found in the 'Dissertations and Projects' section of the *Regulations & Procedures Handbook 2020-21*.

5. Research Ethics: Fieldwork and Dissertations/Projects

The College expects and requires those engaged in research to act in accordance with the highest standards of integrity, no matter what form the research may take. As well as being academically responsible, this is also an example of practical godliness – particularly important given that the College is a Christian institution which seeks to honour the Lord Jesus Christ in all of its activities, whether internally or as its members come into contact with others outside the College community. There are three main ways in which students will come into contact with issues around research ethics.

a. Fieldwork Undertaken within Specific Modules

Certain modules will require an interview/meeting/cross-cultural engagement of some kind with a member of another faith or a member of the general public. Where this is so, the module tutor will prepare an ethical statement which will provide guidance for students who are taking that module; students will be required to sign the statement and, occasionally, to answer a number of questions in preparation for the activity (for example, thinking through the kinds of interview questions that they might ask and anything which might influence the outcome of the discussion). They will then be required to abide by this ethical statement as they undertake the research activity itself.

b. Research Approval for Dissertations and Projects

The College has an ethical approval procedure in place for dissertations/projects which involve human subjects (for example, which are based on interviews or questionnaires, or which involve interaction with children or members of the public). Students whose research will require ethical clearance will need to submit an application to the College's Research Ethics Committee by one of two set deadlines during the course of the academic year. Full information on how to do this will be provided directly to the relevant students by the Officer to the Committee (the Quality Assurance & Enhancement Manager) with further guidance provided by the student's dissertation supervisor. Students may not begin their research until they have received express written confirmation from the Committee (via the Officer) that all of the ethical considerations involved have been satisfactorily addressed.

c. Research Associated with a Cross-Cultural Placement (DM4.2)

As noted under Placements (above), students who would like to focus on cross-cultural ministry as part of their studies may choose to undertake a month-long cross-cultural placement (normally overseas) between their DipHE and BA (Hons) years (DM4.2). The placement will involve research into

a topic of interest, informing the preparation of a 5,000-word essay on the student's return. Where this research involves human participants and/or the handling of personal data, ethical review will also be required prior to the student's departure (i.e. during the second semester of the preceding academic year) by means of an application to the Research Ethics Committee. Full information on how to do this will be provided directly to the relevant students by the Officer to the Committee (the Quality Assurance & Enhancement Manager) with further guidance provided by the Director of Global Mission. As for all other dissertations and projects, students may not begin their research until they have received express written confirmation from the Committee (via the Officer) that all of the ethical considerations involved have been satisfactorily addressed, meaning that advance planning and preparation will be important.

Teaching Staff and Visiting Lecturers

1. Teaching Staff

College President:

Revd Johnny Jukes is the **President** of Oak Hill College and a member of the College's Leadership Team. He lectures in Advanced Christian Leadership, and also provides particular support for Anglican students (Email: jemimas@oakhill.ac.uk (Executive PA) or johnnyj@oakhill.ac.uk).

College Director:

Dr Dan Strange is the **College Director** and a member of the College's Leadership Team. He lectures in a number of areas related to Culture, Religion and Public Theology (Email: daniels@oakhill.ac.uk). *Dan Strange will be on study leave during 2020-21, but will teach one module in Christian Theology of World Religions during Semester 1.*

Teaching Staff:

Dr Chris Ansberry is the **Director of Postgraduate Studies**. He also teaches Hebrew; Biblical Studies (Old Testament, Canonical Exegesis); Wisdom Literature; and Hermeneutics & Epistemology (Email: chrisa@oakhill.ac.uk).

David Baldwin (part time) is the **Director of Global Mission** and teaches various modules within that discipline including Foundations for Cross-Cultural Ministry; Engagement with Cross-Cultural Ministry; and Cross-Cultural Outreach for Church-Based Ministry (Email: davidb@oakhill.ac.uk).

Dr Graham Beynon (part time) is the **Director of Independent Ministry Training** and teaches in the areas of Independent Ministry and the Pastoral Epistles (Email: grahamb@oakhill.ac.uk).

Dr Matthew Bingham teaches Systematic Theology and Church History, including a range of modules in Church History (for example modules on the English Baptists and English Puritanism); Spiritual Formation in the Reformed Tradition; and Justification (Email: matthewb@oakhill.ac.uk).

Dr Alden McCray also teaches in the areas of Systematic Theology & Church History, including modules on Worldview, Anthropology & Culture; Evangelical Public Theology for Mission; and Reading Calvin's *Institutes*. He provides particular support for part-time students and also has a role in developing and delivering the College's study skills provision (Email: aldenm@oakhill.ac.uk).

Kristi Mair is a **Research Fellow in Philosophy, Ethics & Apologetics** and teaches modules in Philosophical Foundations; Christian Ethics; Evangelism & Apologetics; and Hermeneutics & Epistemology. She is also the Deputy Safeguarding Officer and has a role in pastoral support for female students (Email: kristim@oakhill.ac.uk).

Revd Dr Andrew Nicholls is the **Director of Pastoral Care** and the **Director of Placements**. He teaches Pastoral Ministry, provides pastoral care across the student body, has overall responsibility for the placements scheme and ministry/mission experiences, and works with the College Safeguarding Officer to support safeguarding procedures and supply training (Email: andrewn@oakhill.ac.uk).

Dr Eric Ortlund is the **Dissertations Co-ordinator**. He teaches Biblical Studies (Old Testament); Old Testament Literature; the Book of Isaiah; and various modules in Hebrew at an introductory and an advanced level (Email: erico@oakhill.ac.uk).

Revd John Percival (part time) teaches in the areas of New Testament and Greek, including modules in Biblical Studies (New Testament); Intermediate New Testament Greek; Pauline Theology; and the Pastoral Epistles (Email: johnp@oakhill.ac.uk).

Dr David Shaw is the **Acting Vice-Principal** (alongside Matthew Sleeman) and a member of the College's Leadership Team. He teaches a number of modules including Introduction to New Testament Greek; Biblical Studies (Biblical Theology, Canonical Exegesis); and John's Gospel & the Johannine Epistles (Email: davids@oakhill.ac.uk).

Revd Dr Matthew Sleeman is the **College Chaplain** and **Acting Vice-Principal** (alongside David Shaw) and a member of the College's Leadership Team. He teaches modules in Biblical Studies (New Testament); Place & Season, Others & Self; and the General Epistles; he also has special responsibility for assisting with the development of digital content for teaching and learning (Email: matthews@oakhill.ac.uk).

Revd Chris Stead is the **Mike Ovey Research Fellow**. He teaches in the area of Doctrine and Church History, including various modules on Doctrine (including the Doctrine of God) and Justification (Email: chrisas@oakhill.ac.uk).

Revd Dr Tim Ward teaches a number of modules including Scripture for Theology & Ministry; Word Ministry; and Hermeneutics & Epistemology; he also provides feedback to students who are preaching in chapel (Email: timw@oakhill.ac.uk).

2. Visiting Lecturers

The College welcomes a number of **Visiting Lecturers** each year to teach in particular disciplines. For 2020-21, this will include **Robin Barfield** (Children's, Youth & Family Ministry); **Revd Chris Edwards** (New Testament Greek); **Dr Keith Ferdinando** (Global Theology & Practice); **Revd Steve Midgley** (Pastoral Ministry); **Revd Ray Porter** (Introduction to the World Church); **Robert Scott** (Islam); **Revd Dave Walker** (Anglican Ministry) and **Revd Prof Steve Walton** (General Epistles).

Brief Module Information for CertHE level (FHEQ Level 4)

The information presented below is correct at the time of publication (August 2020). Assessment packages and elements of module content occasionally change during the academic year as part of our commitment to enhancement; occasionally, tutor availability may also change. Students will be consulted where appropriate and will be kept fully informed of all changes which affect them. During 2020-21, changes to the teaching and learning strategy of modules may be required in the context of the coronavirus pandemic. For the latest information, please visit the VLE sites for your modules as well as the Covid-19 pages under: Welcome/College Life & Covid-19.

The following is a list of the CertHE (Level 4) modules which will be available in 2020-21 and (provisionally) in 2021-22, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting¹⁵; and any programme restrictions. The modules are listed in alphabetical order. For more information about which modules are compulsory and which are elective, as well as about further DipHE-level electives which may be taken during the CertHE year, please see pp.15-17.

BDM1.1: Scripture for Theology & Ministry

Module Leaders: Tim Ward, Others

Credit Weighting: 20 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module the successful student will be able to:

1. Demonstrate an understanding of the nature and function of Scripture as the Word of God;
2. Display an awareness of some fundamental issues in biblical exegesis and hermeneutics in relation to self, theology and ministry.

Skills: The module will call for the successful student to:

3. Apply the doctrine of Scripture to a practical issue in Christian life with a measure of epistemological and hermeneutical self-awareness;
4. Relate the results of exegesis to word ministry and theology.

Learning, Teaching & Assessment Strategy

The module will develop a solid understanding of and cultivate skills in the way in which Scripture functions as the foundation of each topic that students will encounter in the rest of the College programme. A combination of lectures, guided readings, seminar discussions and reflection exercises will cover topics such as the doctrine of Scripture, exegesis, hermeneutics and the history of interpretation [TLOs 1, 2]. We will also reflect on and gain practice in relating Scripture to theology, cross-cultural mission, leadership and spiritual health in ministry [TLOs 1, 2]. Assessments will require the student to engage in exegesis of a biblical text, applying the results to self, word ministry and theology [TLOs 2, 4], and to apply their understanding of the doctrine of Scripture to a practical issue in the Christian life [TLOs 1, 3].

Assessment: Essay (60%), Project (40%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

¹⁵ As noted on p.9, the College's programmes have been benchmarked against the UK Credit Frameworks such that 1 academic credit equates to 10 hours of study (shared between class time, pre-class reading, private study and assessment): thus, for example, a 10 credit module should provide you with 100 hours of study; a 20 credit module should provide you with 200 hours; a 30 credit module should provide you with 300 hours; and so on.

BL1.1: Introduction to New Testament Greek

Module Leaders: Chris Edwards, David Shaw, Matthew Sleeman

Credit Weighting: 20 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate elementary understanding of Greek grammar, morphology and syntax;
2. Demonstrate a basic working vocabulary.

Skills: The module will call for the successful student to:

3. Utilise skills in the translation, and analysis of translation, of a variety of biblical passages.

Learning, Teaching & Assessment Strategy

Classes teaching Greek grammar, syntax and vocabulary and practising what is learned via translation, tests and exercises; weekly written homeworks in order to reinforce learning [TLOs 1, 2, 3]. Classes are envisaged to be face-to-face, but with possible future expansion into online classes and other learning activities seen as a possibility.

Assessment: Continuous Assessment Tests (40%), Unseen Exam (60%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

BL1.4: Biblical Studies I (Old Testament)

Module Leaders: Chris Ansberry, Eric Ortlund

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a ready knowledge of selected Old Testament texts;
2. Demonstrate an informed grasp of how scholarly readings can help understanding of biblical texts;
3. Demonstrate awareness of the payoff gained for exegesis by deploying different interpretive methods.

Skills: The module will call for the successful student to:

4. Interpret biblical texts in a manner which is alert to basic hermeneutical issues;
5. Interpret selected biblical passages from the different genres within the Old Testament, showing basic awareness of their form and function as well as their historical, literary and biblical-theological context.

Learning, Teaching & Assessment Strategy

Classes will introduce and exemplify the exegesis and interpretation of representative texts from the major genres within the Old Testament [TLOs 1, 2, 3, 4]. In addition to the form and functions of these major genres, classes will attend to various interpretive methods for exegesis and identify their payoff for interpretation [TLOs 1, 2, 3, 4]. The assessment will be in the form of a take-home paper that includes representative texts from the major genres within the Old Testament. In the assessment, students will interpret these texts demonstrating an awareness of both general and specific hermeneutical issues [TLOs 1, 2, 3, 4, 5].

Assessment: Take-Home Paper (100%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

BL1.8: Biblical Studies II (New Testament)

Module Leaders: John Percival, Matthew Sleeman

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a ready knowledge of selected New Testament texts;
2. Demonstrate an informed grasp of how scholarly readings can help understanding of biblical texts;
3. Demonstrate awareness of the payoff gained for exegesis by deploying different interpretive methods.

Skills: The module will call for the successful student to:

4. Interpret biblical texts in a manner which is alert to basic hermeneutical issues;
5. Engage thoughtfully with scholarly writing on the New Testament in a manner which communicates this writing accurately, and shows awareness of the strengths and weaknesses within such writing.

Learning, Teaching & Assessment Strategy

Classes will introduce and exemplify the exegesis and interpretation of New Testament texts, drawing upon at least one of the Gospels, from Acts and from the Epistles [TLOs 1, 2]. Regular weekly learning assignments will take the form of written responses based on set readings, reflections and directed learning exercises befitting the content of the classes [TLOs 1, 2, 3, 4, 5]. Classes are envisaged to be face-to-face in their mode of delivery, but the strategy allows for the possibility of future online delivery of classes and/or learning activities (for example, through regular weekly blog posts).

Assessment: Exam (100%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

DC1.2: Doctrine I

Module Leader: Christopher Stead

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a foundational knowledge of the main contours of the doctrines of God, Creation, and the person of Christ, and how these have arisen from Scripture and interact with other *loci*;
2. Demonstrate the importance of a systematic understanding of the biblical teaching in these areas for the task of church ministry, mission, and discipleship.

Skills: The module will call for the successful student to:

3. Evaluate doctrinal argument for its theological consequence(s) and deploy systematic theological knowledge in service of Christian life and/or ministry.

Learning, Teaching & Assessment Strategy

The course combines in-class lectures and interactive discussion with reading groups outside class hours to work through a doctrinal survey text. This will be interspersed with reading and reflections upon some primary source texts, and will require the student to submit a short written reflection for these primary texts for formative feedback [working toward TLO 1]. The weighted assessment will be in the form of an essay and will require the student to evaluate a doctrinal controversy and its pastoral/doxological/practical implications [TLOs 1, 2, 3].

Assessment: Essay (100%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

DC1.3: Philosophical Foundations

Module Leader: Kristi Mair

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Outline responsibly aspects of an influential philosophical account in the western tradition;
2. Identify resonances of that account in contemporary culture.

Skills: The module will call for the successful student to:

3. Communicate that account and its resonances.

Learning, Teaching & Assessment Strategy

The class will involve a combination of lectures, seminars and regular required readings [TLO 1]. Each student is assigned a topic in the history of philosophy and is required to do focused reading in that area in order to understand the area and its contemporary cultural resonances [TLOs 1, 2]. The student then presents an account of this to the class, together with discussion and tutor input [TLOs 1, 2, 3]. For the intensive mode of delivery, the assignment will comprise an essay covering similar material [TLOs 1, 2, 3].

Assessment: Standard: Written Assignment (100%); Intensive: Essay (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

DC1.4: Church History I

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a basic familiarity with the broad flow of church history from the early church to the present;
2. Understand the significance of key historical figures, events, and controversies within a broader framework of global Christian history.

Skills: The module will call for the successful student to:

3. Identify key historical figures, events, and controversies and locate them within a broad narrative outline of Christian history.
4. Begin to engage in a historically informed manner with contemporary Christian life and ministry.

Learning, Teaching & Assessment Strategy

This course will present a survey of church history from the early church to the present day. Students will be assigned a principal secondary text and selections from primary sources to read outside of the classroom. These readings will provide students with a basic overview of major events and periods, and lectures will pursue key ideas, events and individuals in greater depth. Throughout the course, students will be encouraged to consider ways in which the study of church history would help support and enrich contemporary Christian ministry. The unseen exam will test students' mastery of course

content and their ability to apply historical reflection to contemporary ministerial challenges [TLOs 1, 2, 3, 4].

Assessment: Unseen Exam including Objective Test (100%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

DC1.5: Church History II

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate familiarity with the flow of church history in Britain from the Reformation to the present and a basic understanding of the significance of its key historical figures, events, and controversies;
2. Begin to reflect upon how significant post-Reformation historical developments impinge upon social, cultural, and political conditions in twenty-first century Britain.

Skills: The module will call for the successful student to:

3. Read, understand, and analyse primary source texts within their cultural, social, and religious contexts;
4. Begin to engage in a more historically informed manner with contemporary Christian life and ministry.

Learning, Teaching & Assessment Strategy

Integrating lectures and in-class discussion, this module moves roughly in chronological order, beginning with the English Reformation and ending with reflections on British Christianity in the twenty-first century. In the main, assigned readings are drawn from primary sources, allowing students opportunities to engage first-hand with the historical developments under consideration. Throughout, students will be encouraged to consider how the past five hundred years of church history has created the cultural, social and religious context in which they now operate. The unseen exam will test students' mastery of course content and their ability to apply that content to contemporary ministerial challenges [TLOs 1, 2, 3, 4].

Assessment: Unseen Exam including Objective Test (100%)

Pre-Requisites: DC1.4 or equivalent

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

DC1.6: Reading Calvin's *Institutes*

Module Leader: Alden McCray

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Read and understand a primary text in historical and theological context.

Skills: The module will call for the successful student to:

2. Explain at least two sections of Calvin's *Institutes* in their textual, historical and theological context for the benefit of a contemporary audience.

Learning, Teaching & Assessment Strategy

This is primarily a reading module. Students will read through the text of Calvin's *Institutes* following a given schedule [TLO 1]. There will be periodic meetings for lectures and discussions, moderated by the tutor. Two written assignments will require students to demonstrate and communicate clearly their understanding of the text and relevant secondary sources [TLOs 1, 2].

Assessment: Standard and Intensive: Written Assignment 1 (40%), Written Assignment 2 (60%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

DC1.7: Worldview, Anthropology & Culture

Module Leader: Alden McCray

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Comprehend key concepts related to worldview, theological anthropology and culture [CertHE PLOs: A2, A5, B6].

Skills: The module will call for the successful student to:

2. Describe, evaluate and apply concepts of worldview, anthropology and culture in the theological cultural exegesis of a contemporary cultural text/trend/artefact.

Learning, Teaching & Assessment Strategy

There will be a mixture of lecture, discussion and small group work. Formative assessment will be a week-by-week 'reflective worldview diary' related to set reading and to a self-reflection by the student on doctrinal *loci* in the Christian worldview [working towards TLO 1]. During the module, students will also complete an anthropological exercise which will consolidate this learning with an eye to cross-cultural communication [working towards TLOs 1, 2]. The summative assessment will be a written theological cultural analysis of a contemporary text/trend/artefact which will draw upon the learning from both of these exercises. Students will be able to discuss these analyses in class in small groups prior to the submission date [TLOs 1, 2].

Assessment: Essay (100%)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

DM1.2: Foundations for Cross-Cultural Mission

Module Leader: David Baldwin

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a basic understanding of recent approaches to mission in relation to the local church and global mission practice.

Skills: The module will call for the successful student to:

2. Articulate and defend a definition of 'mission' with sensitivity to alternative views;
3. Describe and evaluate, with reasons, some views on key issues in missiological theory and praxis.

Learning, Teaching & Assessment Strategy

Delivery will be by means of a combination of lectures, class discussions, book reviews and presentations, visiting mission practitioners and theorists, videos and selected reading. The first part of the assessment package will comprise a book review (for which a template will be provided): the review itself will be delivered in class as a five-minute presentation, with a short 500-word summary submitted for review and summative feedback [TLOs 1, 3]. The second part of the assessment will comprise an essay, drawing all of the learning together [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Book Review (25%), Essay (75%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

MP1.1: Foundations for Children's, Youth & Family Ministry

Module Leader: Robin Barfield

Credit Weighting: 10 credits

Available: Summer 2021 and (provisionally) Summer 2022

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an understanding of some of the primary biblical and theological considerations underpinning select model(s) of children's, youth and family ministry.

Skills: The module will call for the successful student to:

2. Evaluate theologically select model(s) of children's, youth and family ministry;
3. Communicate and apply biblical and/or doctrinal truth with a view to a non-specialist children's, youth or family ministry audience.

Learning, Teaching & Assessment Strategy

This module involves lectures, set readings, discussions and collaborative learning activities focused on foundational knowledge and skills for ministry to children, youth and families in a variety of settings [TLOs 1, 2, 3]. The final written assessment will require students to outline a practical ministry tool and reflect on and evaluate the biblical and theological aspects of the model(s) which lie behind it [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Ministry Tool Outline (60%), Reflection and Evaluation (40%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

MP1.7: Weekly Church Placement I

Placements Coordinators: David Baldwin, Graham Beynon, Johnny Jukes, Andrew Nicholls

Credit Weighting: *Not applicable*

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this placement, the successful student will be able to:

1. Describe competently an approach to personal development and goal-setting in a church or ministry context;
2. Describe competently an approach to theological reflection and the kinds of questions it raises in a given church or ministry context.

Skills: The placement will call for the successful student to:

3. Appraise their own experience and/or contribution as well as that of others to a church or ministry context.

Learning, Teaching & Assessment Strategy

Placement Coordinator(s) will support active participation in the placement (e.g., by assigned readings, meetings and seminars). Students will regularly participate in the placement context and will produce written work connecting theory to practice (e.g., goal setting, weekly reflective journal, annotated evidence related to placement context or experience). This written work and a Placement Supervisor's report will form a cumulative portfolio to be assessed at the end of the placement [TLOs 1, 2, 3].

Assessment: Placement Portfolio (Pass/Fail)

Restrictions: Compulsory for CertHE, DipHE and BA (Hons) Theology

Brief Module Information for DipHE Level (FHEQ Level 5)

The information presented below is correct at the time of publication (August 2020). Assessment packages and elements of module content occasionally change during the academic year as part of our commitment to enhancement; occasionally, tutor availability may also change. Students will be consulted where appropriate and will be kept fully informed of all changes which affect them. During 2020-21, changes to the teaching and learning strategy of modules may be required in the context of the coronavirus pandemic. For the latest information, please visit the VLE sites for your modules as well as the Covid-19 pages under: Welcome/College Life & Covid-19.

The following is a list of the DipHE (Level 5) modules which will be available in 2020-21 and (provisionally) in 2021-22, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹⁶ and any programme restrictions. The modules are listed in alphabetical order. For more information about which modules are compulsory and which are elective within the DipHE Theology (as well as about further CertHE- and BA (Hons)-level electives which may be taken during the DipHE year), please see pp.17-20.

BD2.1: Biblical Studies III (Biblical Theology)

Module Leader: David Shaw

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an integrated understanding of the progressive and Christ-centred nature of the Bible as redemptive revelation.

Skills: The module will call for the successful student to:

2. Compare and contrast, with hermeneutical self-awareness, various accounts of unity and diversity as well as continuity and discontinuity in the unfolding revelation of the Bible;
3. Communicate and apply with relevance one major biblical-theological theme with a view to a non-specialist audience.

Learning, Teaching & Assessment Strategy

This module involves lectures on key biblical-theological texts, themes and methods. These will be interleaved with designated readings, discussions, collaboration and reflection activities [TLOs 1, 2]. The final, assessed written submissions will require the student to engage in both biblical-theological reflection [TLOs 1, 2] and application to a non-specialist audience [TLOs 1, 3].

Assessment: Written Reflection (75%), Written Application (25%)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

¹⁶ As noted on p.9, the College's programmes have been benchmarked against the UK Credit Frameworks such that 1 academic credit equates to 10 hours of study (shared between class time, pre-class reading, private study and assessment); thus, for example, a 10 credit module should provide you with 100 hours of study; a 20 credit module should provide you with 200 hours; a 30 credit module should provide you with 300 hours; and so on.

BD2.2: Biblical Studies IV (Canonical Exegesis)

Module Leaders: Chris Ansberry, David Shaw

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a detailed, integrated understanding of at least one significant Old Testament and one significant New Testament text;
2. Display a critical appreciation for the ways in which hermeneutical frameworks influence the exegesis and interpretation of texts.

Skills: The module will call for the successful student to:

3. Interpret biblical texts in a skilled manner which is keenly alert to hermeneutical issues;
4. Engage critically with scholarly literature in a manner that enhances biblical interpretation;
5. Communicate and apply the results of biblical interpretation with clarity, insight and relevance.

Learning, Teaching & Assessment Strategy

Classes will contextualise and exemplify in some detail the exegesis and interpretation of some significant Old Testament and New Testament texts (e.g., Daniel, Revelation) [TLOs 1, 2, 3]. In addition to matters of genre and structure, class sessions and learning activities will also involve attention to literary, social-historical and theological analysis, interpretive cruxes, biblical-theological themes and implications, and the communication and application of interpretive insights [TLOs 1, 2, 3, 4]. The assessment will be in the form of an essay [TLOs 1, 2, 3, 4, 5].

Assessment: Essay (100%)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

BL2.1: Intermediate New Testament Greek

Module Leaders: Chris Edwards, John Percival

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an integrated understanding of some key components of a sound exegetical method with regard to the Greek text of the New Testament.

Skills: The module will call for the successful student to:

2. Provide an adequate translation from Greek of an unseen passage;
3. Give a competent translation and exegesis of a passage, showing awareness of its literary and biblical-theological context, demonstrating an understanding of Greek grammar and syntax, in the light of contemporary scholarship, and drawing links between exegesis of the passage in Greek and its use in Christian ministry;
4. Show intermediate competence in Greek vocabulary, grammar and syntactical categories, and their use in interpreting Greek New Testament texts.

Learning, Teaching & Assessment Strategy

We begin by learning -mi verbs (Duff Ch. 20) and testing -mi verbs and principal parts [TLO 4]. Then we move to 'reading fast', by translating large sections (c. 20 vv.) of a set Gospel text, with students being asked in class to parse and make exegetical comments on the translated passage [TLOs 1, 3, 4].

Additional class sessions involve syntax based on Wallace's text and New Testament examples [TLOs 1,

4]. Syntax sessions are complemented by lessons on text-criticism and lexical semantics and their relevance to exegesis [TLOs 1, 4]. We go on 'reading slowly', by translating smaller passages from a set epistle and incorporating other exegetical skills (e.g. flow diagrams) [TLOs 1, 4]. Each student then writes an exegetical essay on one of several set texts, moving from translation to exegesis and then toward application [TLOs 1, 3]. Students are examined on their ability to translate unseen narrative and epistolary texts accurately and to apply their knowledge of grammar, syntax, text-criticism and lexical semantics [TLOs 1, 2, 4].

Assessment: Tests (20%), Exegetical Essay (40%), Unseen Exam (40%)

Pre-Requisites: BL1.1 or demonstration of equivalent Greek proficiency

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

BL2.2: Introduction to Biblical Hebrew

Module Leader: Eric Ortlund

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an elementary understanding of Hebrew grammar, morphology and syntax;
2. Demonstrate a basic working vocabulary.

Skills: The module will call for the successful student to:

3. Translate reasonably accurately simple Hebrew sentences into English.

Learning, Teaching & Assessment Strategy

Our time will alternate between lecture/explanation of new concepts in each chapter, short group assignments in which new ideas are practiced, and focused reading of the Hebrew Bible together [TLOs 1, 2, 3]. Weekly vocabulary quizzes with short translations from the homework will be given, as well as several short tests and a final exam [TLOs 1, 2, 3]. All tests and exams will directly assess vocabulary, grammatical concepts and translations covered in class or in the homework [TLOs 1, 2, 3].

Assessment: Short Tests (40%), Final Exam (60%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

BL2.4: Studies in Old Testament Literature

Module Leader: Eric Ortlund

Credit Weighting: 10 credits

Available: 2020-21 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Engage critically with the main themes of the books under study and articulate their connection to the rest of the canon;
2. Demonstrate a critical appreciation for Hebrew narrative and/or poetic technique.

Skills: The module will call for the successful student to:

3. Deploy hermeneutical skills which help the student to apply the books under study to Christian life and ministry;
4. Wisely, critically and charitably interact with secondary literature;

5. Interpret representative Old Testament texts according to narrative/poetic techniques and with sensitivity to some major themes.

Learning, Teaching & Assessment Strategy

Class time will be spent on lectures guiding students through the content and modelling exegetical and hermeneutical engagement with the books under examination, as well as discussion arising from focused questions from the text [TLOs 1, 2, 3]. Assessment will be made according to an exegetical project, interpreting a set text and interacting with commentaries and other secondary literature [TLOs 1, 2, 3, 4, 5].

Assessment: Standard *and* Intensive: Exegetical Project (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

BL2.10: Pauline Theology

Module Leader: John Percival

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate detailed critical appreciation of a Pauline text and its theological implications.

Skills: The module will call for the successful student to:

2. Engage critically with a Pauline text and relevant secondary literature;
3. Integrate exegesis with theological reflection.

Learning, Teaching & Assessment Strategy

Class time will be spent introducing themes in Pauline theology with attention to their textual basis, historical influence and contemporary significance [TLO 1]. One Pauline text (usually Romans) will be used to model the skills required in the assessment, and the assessment will require the students to go and do likewise with a different Pauline text and with reference to one theological theme [TLOs 1, 2, 3]. Out of class time will be spent in assigned readings of Pauline texts and relevant secondary literature.

Assessment: Standard *and* Intensive: Essay (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

BM2.1: Word Ministry I

Module Leader: Tim Ward

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a cohesive understanding of the process and dynamics of preparing a sermon, talk or Bible Study.

Skills: The module will call for the successful student to:

2. Produce a complete sermon, talk or Bible study that displays skilful exegesis, thoughtful structure and sharp, sensitive application;

3. Capture in written outline form the exegetical work underlying their sermon, talk or study and reflect clearly and theologically on their decisions with regard to structure and application.

Learning, Teaching & Assessment Strategy

The module combines lectures, set readings and discussions to develop a skilful, self-critical and theological understanding of word ministry. Particular focus is given to the theology of preaching and further practice in making the move from text to message through worked examples in interactive style [TLOs 1, 2, 3]. In considering sharp and sensitive applications we will examine aspects of theological anthropology (e.g. the nature of the 'heart' and role of emotions) and the varieties of homiletical structures and applications that are available and effective. Consideration is also given to the spirituality of the word minister in relation to word ministry. The assessments require the student to produce the text of a sermon, talk or Bible study [TLO 1, 2] and a written outline describing the exegetical, structural and theological decisions leading to the chosen applications [TLOs 1, 3].

Assessment: Text of a Sermon (55%), Outline of Exegesis, Reflection and Structure (45%)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DC2.2: Doctrine II

Module Leader: Christopher Stead

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an extended biblical understanding of some key doctrinal *loci* relating to the detailed contours of the work of Christ, the person and work of the Holy Spirit, the application of salvation, and eschatology;
2. Consider theological consequence in doctrinal proposals and integrate them into the context of discipleship, mission, and ministry.

Skills: The module will call for the successful student to:

3. Articulate and apply doctrine with a view to a ministry context, critically reflecting upon the theological underpinnings of certain formulation(s) and connections between *loci* where appropriate.

Learning, Teaching & Assessment Strategy

The course combines in-class lectures and interactive discussion with reading groups outside class hours to work through a doctrinal survey text. This will be interspersed with reading and reflections upon some primary source texts, and will require the student to submit a short written reflection for select primary texts covered for formative feedback [working towards TLOs 1, 2]. The weighted assessment will be in the form of an essay and may involve drafting doctrinal summaries and commenting upon them in light of theological consequence and controversy [TLOs 1, 2, 3].

Assessment: Essay (100%)

Pre-Requisites: DC1.2 or equivalent

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DC2.3: Modern Theologians

Module Leaders: Matthew Bingham, Christopher Stead

Credit Weighting: 10 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a critical understanding of key individuals, movements and trends in modern systematic theology;
2. Identify and carefully reflect on the presuppositions and intellectual currents that inform and undergird a diverse range of modern theologians and theological movements.

Skills: The module will call for the successful student to:

3. Critically evaluate the significance of a contemporary theologian and identify trends / individuals / ideas within modern theology that have shaped their conclusions.

Learning, Teaching & Assessment Strategy

This course combines lectures, seminar-style close-readings of key primary source texts, and student-led presentations. Throughout the module, students will be encouraged to locate individuals and movements within the wider cultural, social and intellectual contexts out of which they have emerged. The assessment will require students to select one contemporary theologian and critically evaluate an aspect of his/her work in light of the modern theological trends studied throughout the course. The assessed work will include an in-class presentation which will be marked Pass/Fail and after which students will receive formative feedback towards their work on an essay that extends and deepens students' reflection upon the same material [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Presentation (Pass/Fail), Essay (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

DC2.7: Evangelism & Apologetics

Module Leader: Kristi Mair

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Critically evaluate different apologetic methods and their underlying theological foundations;
2. Contextualise the apologetic task within our contemporary cultural moment.

Skills: The module will call for the successful student to:

3. Analyse some worldviews they may encounter and interact with arguments against Christianity with reasoned, pastorally appropriate responses suitable to the situation;
4. Engage reflectively in practical apologetic and cultural apologetic situations.

Learning, Teaching & Assessment Strategy

Through a mixture of lectures, discussion and small group work, we look at definitions of and differences between evangelism and apologetics. We examine a number of different schools of apologetics, including the pre-suppositional apologetic method. Finally, we explore cultural apologetics focusing on some typical objections to the Christian faith. The assessment comprises a fictional engagement with a non-Christian in a practical evangelistic/apologetic setting, and requires students to analyse the worldview/culture encountered, to respond in an appropriate manner, and to provide an analytical and reflective commentary on their methodology [TLOs 1, 2, 3, 4]. This assessment will require an ethics declaration form. The module will also involve out of class reading, watching media and exercises both in individual and group settings.

Assessment: Contextualised Written Assignment (100%)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DM2.1: Introduction to Christian Ethics

Module Leader: Kristi Mair

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a robust understanding of self in relation to God and others in light of the Gospel and in relation to church, and how this impacts Christian ethics;
2. Demonstrate analytical comprehension of ethical frameworks.

Skills: The module will call for the successful student to:

3. Critically evaluate a variety of ethical frameworks, reflect on implications and argue for an ethical conclusion in at least one case.

Learning, Teaching & Assessment Strategy

Lectures will cover the history of Christian ethics; different schools of thought in ethics, both Christian and non-Christian; biblical rationale for Christian ethics; the new person in Christ and how this works out in personal choices and motivations; and life in the church, and in the wider community (with an understanding of how public theology follows from this module). Lectures also cover particular ethical issues: examples are abortion, euthanasia and other bioethical issues; marriage and divorce; lying; gender and sexual identity; poverty; criminal justice; environmentalism; and/or other issues [TLOs 1, 2, 3]. Compulsory readings provide more academic detail on ethical frameworks and their application [TLOs 1, 2, 3]. Discussion in small groups will take place most weeks. Here students will explore how the Christian gospel changes self and ethical motivations as well as decision-making strategies [TLO 1]; the complexity of ethical decision-making; how to analyse an ethical argument and spot fallacies of argument; and misunderstandings about the nature of Christian ethics in contrast to other schools of ethics [TLO 2].

Assessment: Essay (100%)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DM2.2: Engagement with Cross-Cultural Mission

Module Leader: David Baldwin

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a critical understanding of culture and reflect on the personal and relational implications of this;
2. Display a coherent comprehension of the biblical and theological basis for finding points of engagement between Christianity and other belief systems.

Skills: The module will call for the successful student to:

3. Articulate, defend and deploy an approach to engagement with a contested area of cross-cultural mission (e.g., Insider Movements).

Learning, Teaching & Assessment Strategy

Delivery will be through a combination of lectures, class discussions and presentations, visiting mission practitioners and theorists, videos, selected readings, and case studies to prompt reflective engagement [TLOs 1, 2]. For the assessment, students will be given a well-structured case study and

will be expected to prepare a response in terms of engagement, to present this to the class, to take feedback on board and then to write up a careful reflection [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Case Study Presentation (30%), Reflection (70%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

DM2.3: Introduction to the World Church

Module Leader: Ray Porter

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Critically evaluate and explain the growth of the Christian church in a specific country, setting that growth in the context of the specific theological and cultural dynamics at work within that setting;
2. Explore contemporary mission issues, including missiological and ecclesiological considerations, with historical, cultural and theological understanding and sensitivity.

Skills: The module will call for the successful student to:

3. Complete a critical study on a specific topic from contemporary or historic sources, exploring relevant theological, cultural, missiological and ecclesiological issues with nuance and sensitivity.

Learning, Teaching & Assessment Strategy

The module begins with a presentation of the current state of the world church. In subsequent lectures we trace the history of Christianity in Asia, Africa and Latin America; the evangelisation of England and the development of the missionary movement from Europe in the post-Reformation era to the present day [TLOs 1, 2]. The history of Christian engagement with Islam is studied specifically with an examination of modern missionary approaches to Islam [TLOs 1, 2]. Throughout the course comparisons with and contrasts from modern mission are highlighted [TLOs 2]. The assessment is one essay of 3000 words in which the student will give evidence of an ability to handle historical data and relate it to the theory and praxis of modern mission [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Essay (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

DM2.4: Islam

Module Leader: Robert Scott

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Indicate ways in which they can extend their knowledge of Islam;
2. Demonstrate a robust understanding of Christian approaches to Muslim evangelism both in Britain and overseas.

Skills: The module will call for the successful student to:

3. Relate to Muslims with understanding and sensitivity;
4. Reflect critically on the experience of interacting with a Muslim.

Learning, Teaching & Assessment Strategy

After an introductory lecture (which is based on the kind of seminar given to help “ordinary Christians reach ordinary Muslims”), we look at the founder of Islam (Muhammad) and Islam’s founding documents (the Qur’an and Hadith). These lectures give a good basis, but also show how much more can be investigated [TLO 1]. We aim to listen to the Islamic perspectives first [TLO 3], before being more critical and thinking about how this might help us with presenting the Gospel to Muslim people [TLOs 2, 3]. To help with the former [and TLOs 1, 3], we also look at 2-3 Islamic theologians and philosophers, as well as different kinds of Muslim people (the “more fundamentalist” and the “more folkish,” as well as Sufis). We also directly think about evangelism to these different kinds of people [TLO 2]. The last lectures look at Muslim and Christian relations more broadly over the last 1400 years, but also with an eye to helping us to relate and witness to Muslim people today [TLO 2].

As part of the lecture course, a couple of students are asked each week to present a “Hadith of the Week” and a “Prophet of the Week”. This is something they have to research on their own [TLO 1]. To enable us to properly engage with the Qur’an, Muslim theologians, past relations between Christians and Muslims and current approaches to mission, reading will also be assigned to aid classroom discussion [TLOs 1, 2]. The assignment concerns engaging with a particular Muslim person and thinking through (after the meeting) how they might present the Gospel to them [TLOs 1, 2, 3, 4]: students will fill in an ethics declaration for approval before undertaking this activity.

Assessment: Standard *and* Intensive: Report of an Engagement with a Muslim (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

DM2.5: Place & Season, Others & Self [DipHE]

Module Leader: Matthew Sleeman

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Exegete a place, with reference to both social structures and the influence of human agencies, and with reference to the student’s own positionality within it;
2. Use both qualitative and quantitative approaches to such exegesis, and to understand the strengths and limitations of different approaches;
3. Synthesise and communicate this exegesis in a way that is useful for planning and reflecting upon local church ministry, and in a manner which will inform such ministry in a particular place;
4. Show an understanding of mortal human life spans that is sociologically sensitive and theologically informed.

Skills: The module will call for the successful student to:

5. Show an understanding of their own positionality in relation to others that is sociologically sensitive and theologically informed.

Learning, Teaching & Assessment Strategy

The module combines classes which are largely lecture-based (but with time for discursive question-and-answer elements) with practical exercises and background reading. These latter aspects inform the construction of a project, which has reflective and portfolio qualities to it [TLOs 1, 2, 3, 4, 5]. The project becomes the assessment, and is drawn together as such at the module’s close.

Assessment: Standard *and* Intensive: (e)Portfolio (100%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology; if this module is taken for credit at DipHE Level, then module DM4.5 may not be credited at BA (Hons) Level

MP2.1: Engagement with Children's, Youth & Family Ministry

Module Leader: Robin Barfield

Credit Weighting: 10 credits

Available: Summer 2021 and (provisionally) Summer 2022

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an integrated understanding of important biblical and theological considerations underpinning popular evangelical model(s) of children's, youth and family ministry.
2. Demonstrate a critical understanding of the historical and cultural influences on models of child development and their implications for ministry to children, youth and families.

Skills: The module will call for the successful student to:

3. Deliver a clear, creative and relevant Bible or doctrine talk with a view to a children's youth and family ministry setting.
4. Articulate a coherent plan for an event or curriculum related to children's youth and family ministry and communicate the rationale, structure and relevance of this plan in light of current models of ministry in a contemporary UK or another agreed context.

Learning, Teaching & Assessment Strategy

This module involves lectures, set readings, discussions and collaborative learning activities focused on more advanced knowledge and skills for ministry to children, youth and families in a variety of settings. We will set contemporary models of such ministry in a wider historical and socio-cultural context in order to gain a critical understanding of the biblical and theological underpinnings of our approaches to ministry and their implications for children, youth, families and churches [TLOs 1, 2, 3]. Students will be required to construct and deliver an assessed talk on a Bible passage or doctrine [TLOs 2, 3]. A written assessment will require students to develop an event or curriculum plan and to articulate and critically evaluate its rationale, structure and relevance [TLOs 1, 2, 4].

Assessment: Standard *and* Intensive: Assessed Talk (40%); Written Event/Curriculum Plan (60%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

MP2.2: Pastoral Ministry I

Module Leaders: Steve Midgley, Andrew Nicholls

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Provide a robust description of a biblical counselling approach to conversational ministry.

Skills: The module will call for the successful student to:

2. Evaluate a biblical counselling approach with reference to at least one other form of counselling;
3. Critically engage with a range of common pastoral issues;
4. Reflect theologically and personally on the experience of counselling a peer;
5. Identify and evaluate potential areas of safeguarding and other risk in 1:1 pastoral ministry.

Learning, Teaching & Assessment Strategy

Lectures will build upon selected reading required in advance of class that will enable students to develop a picture of both a biblical counselling approach and selected other models used in one-to-one, structured therapeutic conversations. This will include assessment and management of risk [TLOs 1, 2, 3, 5]. Basic listening skills and methods used to explore personal difficulties will be demonstrated

and experienced through a combination of videos, role-plays, and mock counselling [TLO 4]. Other models will be experienced on video, which may be pre-watched [TLO 2]. Students will engage in extended conversations in groups of three, each having several opportunities in the three roles (counsellor, counsellee and observer). They will reflect on this experience through contemporaneous journaling and by receiving feedback both from one another and on occasion also from one of the course tutors [TLO 4]. The unedited contemporaneous typed journal (40%) will demonstrate thoughtful engagement with this process and will be graded pass/fail [TLOs 3, 4, 5]; video-based equivalents may be explored in the future. The essay will demonstrate understanding of biblical counselling and one other model in application to a pastoral issue common in church life, and will require consideration of safe practice [TLOs 1, 2, 3, 5].

Assessment: Counselling Triad Journal (40%), Essay (60%)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

MP2.3: Anglican Ministry

Module Leader: Dave Walker

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a reflective understanding of the implications of Anglican polity for at least one aspect of parish life, leadership and ministry;

Skills: The module will call for the successful student to:

2. Critically evaluate at least one aspect of church life, leadership and ministry in light of relevant biblical, historical, theological and practical considerations;
3. Communicate and apply a robustly theological and practical account of principles of church polity to at least one realistic scenario from church life and ministry;
4. Reflect insightfully and self-critically on the personal dynamics (e.g. godly character, wisdom and competencies) implied by that application of principles to practice.

Learning, Teaching & Assessment Strategy

By means of lectures, guided readings, and discussions we will consider the Biblical basis for and historical patterns of Anglican church polity, seeking to cultivate a generous yet critical and convictional comparison of models of parish life and ministry (e.g., leadership, diocesan structures, sacraments) [TLOs 1, 2]. Case studies will facilitate the critical evaluation and articulation of how we begin to move from principles to practice in the rhythms and complexities of church life [TLOs 1, 2, 3]. Throughout the module, emphasis will be placed on the godly character and wisdom needed for skilful leadership and ministry. The assessment will consist of an exam [TLOs 1, 2] and a project [TLOs 3, 4].

Assessment: Exam (40%), Project (60%)

Restrictions: Either MP2.3 or MP2.4 normally compulsory for DipHE and BA (Hons) Theology

MP2.4: Independent Ministry

Module Leader: Graham Beynon

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a reflective understanding of the implications of Independent or Presbyterian polity for at least one aspect of church life, leadership and ministry;

Skills: The module will call for the successful student to:

2. Critically evaluate at least one aspect of church life, leadership and ministry in light of relevant biblical, historical, theological and practical considerations;
3. Communicate and apply a robustly theological and practical account of principles of church polity to at least one realistic scenario from church life and ministry;
4. Reflect insightfully and self-critically on the personal dynamics (e.g. godly character, wisdom and competencies) implied by that application of principles to practice.

Learning, Teaching & Assessment Strategy

By means of lectures, guided readings, and discussions we will consider the Biblical basis for and historical patterns of Independent church polity, seeking to cultivate a generous yet critical and convictional comparison of models of ministry (e.g., leadership, membership, discipline and sacraments) [TLOs 1, 2]. Case studies will facilitate the critical evaluation and articulation of how we begin to move from principles to practice in the rhythms and complexities of church life [TLOs 1, 2, 3]. Throughout the module, emphasis will be placed on the godly character and wisdom needed for skilful leadership and ministry. The assessment will consist of an exam [TLOs 1, 2] and a project [TLOs 3, 4].

Assessment: Exam (40%), Project (60%)

Restrictions: Either MP2.3 or MP2.4 normally compulsory for DipHE and BA (Hons) Theology

MP2.5: Cross-Cultural Outreach for Church-Based Ministry

Module Leader: David Baldwin

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate an analytical comprehension of some implications for local churches of the dynamics of, e.g., immigration, globalisation and demographic shifts in UK life and culture;
2. Understand the ethics and some practical considerations related to using 'platforms' in local church cross-cultural outreach.

Skills: The module will call for the successful student to:

3. Design and implement a survey related to cross-cultural outreach in a local church context;
4. Critically reflect on some theological and practical issues involved in local church cross-cultural engagement.

Learning, Teaching & Assessment Strategy

Delivery will be by means of a combination of lectures, class discussions, class presentations, visiting experts, videos, selected reading and visits to local church outreaches to prompt reflective engagement [TLOs 1, 2]. For the assessment students will complete a cross-cultural outreach project [TLOs 1, 2, 3, 4] and keep a reflective journal or blog, demonstrating careful observation, self-awareness and critical reflection [TLO 4].

Assessment: Standard *and* Intensive: Outreach Project (70%), Reflective Journal or Blog (30%)

Restrictions: Elective for CertHE, DipHE and BA (Hons) Theology

MP2.7: Weekly Church Placement II

Placements Coordinators: David Baldwin, Graham Beynon, Johnny Jukes, Andrew Nicholls

Credit Weighting: *Not applicable*

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this placement, the successful student will be able to:

1. Charitably and critically describe approaches to corporate worship and/or other aspects of church life in a church or ministry context.

Skills: The placement will call for the successful student to:

2. Investigate and explain selected biblical and theological approaches to ministry leadership and/or teamwork;
3. Critically appraise key issues in their own personal and ministerial development.

Learning, Teaching & Assessment Strategy

Placement Coordinator(s) will support active, charitable and reflective participation in the placement in a way that connects theory to practice (e.g., by assigned readings, meetings and seminars). Students will set goals and gauge growth by engaging in personal and theological reflective writing about their experiences (e.g. charitable and critical appraisal of corporate worship or ministry leadership, weekly reflective diary, annotated evidence related to placement context or experience) with a view to critically appraising their own participation. This written work and a Placement Supervisor's report will form a cumulative portfolio to be assessed at the end of the placement [TLOs 1, 2, 3].

Assessment: Placement Portfolio (Pass/Fail)

Restrictions: Compulsory for DipHE and (BA (Hons) Theology

MP2.8: Ministry/Mission Experience Placement

Placements Coordinators: David Baldwin, Graham Beynon, Johnny Jukes, Andrew Nicholls

Credit Weighting: *Not applicable*

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this placement, the successful student will be able to:

1. Charitably and critically describe approaches to ministry and mission in a given context.

Skills: The placement will call for the successful student to:

2. Investigate and reflect on biblical, theological, relational and/or cultural approaches to ministry and mission;
3. Critically appraise key issues in their own personal and ministerial development.

Learning, Teaching & Assessment Strategy

Placement Coordinator(s) will support active, charitable and reflective participation in the placement in a way that connects theory to practice (e.g., by assigned readings and/or meetings). Students will craft an individual learning and experience plan for the ministry/mission placement with support from the Placement Coordinator(s). Students will engage in personal and theological reflective writing about their experiences (e.g. charitable and critical appraisal of corporate worship or ministry leadership, weekly reflective diary, annotated evidence related to placement context or experience) with a view to critically appraising their own participation. This written work and (if applicable) a Placement Supervisor's report will form a cumulative portfolio to be assessed at the end of the placement [TLOs 1, 2, 3]. The possibility of offering a digital mode of learning and engagement is envisaged for the future.

Please Note: *this module may require expenditure in addition to the standard module fees, in order to cover the costs of any field-trip component within the module. Students for whom this may prove difficult are encouraged to discuss the matter as soon as possible with the Placements Coordinators.*

Assessment: Experience Portfolio (Pass/Fail)

Restrictions: Compulsory where specifically requested as part of an individual training pathway; otherwise elective for CertHE, DipHE and BA (Hons) Theology

Brief Module Information for BA Hons Level (FHEQ Level 6)

The information presented below is correct at the time of publication (August 2020). Assessment packages and elements of module content occasionally change during the academic year as part of our commitment to enhancement; occasionally, tutor availability may also change. Students will be consulted where appropriate and will be kept fully informed of all changes which affect them. During 2020-21, changes to the teaching and learning strategy of modules may be required in the context of the coronavirus pandemic. For the latest information, please visit the VLE sites for your modules as well as the Covid-19 pages under: Welcome/College Life & Covid-19.

The following is a list of the BA Hons (Level 6) modules which will be available in 2020-21 and (provisionally) in 2021-22, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹⁷ and any programme restrictions. The modules are listed in alphabetical order. For more information about which modules are compulsory and which are elective, please see pp.21-23.

BDM4.1: Pastoral Epistles

Module Leader: Graham Beynon, John Percival

Credit Weighting: 20 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module the successful student will be able to:

1. Demonstrate an advanced knowledge of the Pastoral Epistles;
2. Engage in a critical and coherent manner with secondary texts, relating them to the Pastoral Epistles and to personal growth for ministry.

Skills: The module will call for the successful student to:

3. Reflect critically on personal spirituality, church life and mission in relation to set readings and in light of the Pastoral Epistles;
4. Effectively communicate and apply their reading of set texts to at least one contemporary ministerial situation or context.

Learning, Teaching & Assessment Strategy

Class sessions and learning activities comprise lectures, close reading and reflection on the Pastorals and other set texts, case studies, and discussions [TLOs 1, 2, 3]. Students will build up a reflective journal (possibly in digital form), with opportunities for formative feedback from peers, based on their readings of the Pastorals and in connection with other set reading [TLOs 1, 2, 3]. Towards the end of the module, students will produce a final project (poster presentation and presentation reflection) applying insights from the module to a contemporary ministerial situation or context [TLOs 1, 2, 3, 4].

Assessment: Weekly Reflective Journal (40%), Final Project (60%)

Restrictions: Compulsory for BA (Hons) Theology

¹⁷ As noted on p.9, the College's programmes have been benchmarked against the UK Credit Frameworks such that 1 academic credit equates to 10 hours of study (shared between class time, pre-class reading, private study and assessment); thus, for example, a 10 credit module should provide you with 100 hours of study; a 20 credit module should provide you with 200 hours; a 30 credit module should provide you with 300 hours; and so on.

BD4.2: Justification

Module Leaders: Matthew Bingham, Christopher Stead

Credit Weighting: 20 credits

Available: 2020-21 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate coherent and detailed knowledge of the doctrine of justification as it has been formulated at key moments in church history;
2. Demonstrate a coherent and detailed understanding of how the doctrine of justification relates to and coheres with other key doctrinal *loci*.

Skills: The module will call for the successful student to:

3. Carefully read, understand, and analyse historical and contemporary formulations of the doctrine of justification;
4. Apply the doctrine of justification to Christian life, mission and ministry.

Learning, Teaching & Assessment Strategy

This module provides an account of the doctrine of justification that models the integration of theological disciplines. As the shape of the doctrine emerges we will engage with its exegetical, historical, pastoral, apologetic and doxological aspects. A combination of lectures, guided readings and seminar discussions will lead students through the story and disputed logic of the doctrine of justification and the central role it has played theologically and pastorally in the life of the church across the ages [TLOs 1, 2]. The assessment involves a written critical evaluation of a major contemporary work on justification [TLO 3]; the unseen exam (or, in the case of intensive delivery, the essay) requires students to engage with biblical texts and set readings [TLOs 1, 2, 3, 4].

Assessment: Standard: Book Review (40%), Exam (60%); Intensive: Book Review (40%), Essay (60%)

Restrictions: Elective for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BD5.1 may not be credited at Master's Level

BL4.1: General Epistles

Module Leaders: Matthew Sleeman, Steve Walton

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate detailed familiarity with the contents of set text(s) in English;
2. Demonstrate a wide-ranging competence in Greek vocabulary, grammar and syntactical categories, and their uses in interpreting Greek New Testament texts.

Skills: The module will call for the successful student to:

3. Critically appraise at least one theological theme in one of the set texts;
4. Give a competent translation and exegesis of passages from the set text(s) in Greek, showing awareness of their literary and biblical-theological context, and demonstrating an understanding of Greek grammar and syntax;
5. Analyse reflectively a theological issue or theme with reference to exegesis of a set passage in Greek, within its larger literary and theological contexts, utilizing contemporary scholarship appropriately and thus demonstrating an ability to reason theologically and in an integrated manner.

Learning, Teaching & Assessment Strategy

Translational and exegetical classroom sessions with discussion of particular difficulties or features of the set texts, accompanied by student-led seminars towards the production of exegetical-theological papers [TLOs 1, 2, 3, 4, 5], and classes addressing issues of Greek grammar and syntax, Bible content and Greek vocabulary test(s) [TLOs 1, 2]. Final summative exam, based on the set texts [TLOs 2, 4, 5].

Assessment: Tests (20%), Exegetical-Theological Paper (40%), Unseen Exam (40%)

Pre-Requisites: BL2.1 or equivalent demonstration of Greek proficiency

Restrictions: Elective for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BS5.9 may not be credited at Master's Level

BL4.2: Reading Biblical Hebrew

Module Leader: Chris Ansberry

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate intermediate competence in Hebrew vocabulary, grammar and syntactical categories, and their use in interpreting Hebrew Old Testament texts.

Skills: The module will call for the successful student to:

2. Provide an adequate translation from Hebrew of an unseen passage;
3. Show intermediate competence in evaluating the relevance of text-critical or lexical issues for exegesis;
4. Give a competent translation and exegesis of a passage, showing awareness of its literary and biblical-theological context, demonstrating an understanding of Hebrew syntax, in the light of contemporary scholarship, and drawing links between exegesis of the passage in Hebrew and its use in pastoral ministry.

Learning, Teaching & Assessment Strategy

Following an introductory orientation to *Biblia Hebraica Stuttgartensia*, we will devote particular attention to the translation of biblical Hebrew prose texts. These translations seek to reinforce and expand on elements of Hebrew grammar, syntax, morphology and vocabulary [TLO 1]. And they attempt to increase the student's facility for reading the Hebrew text. Together with the translation of biblical Hebrew prose texts, we will discuss textual criticism, lexical semantics, clauses and particles, each of which provide the tools necessary for our extended discussion and application of discourse analysis. The assessments attempt to concretise the topics discussed and the issues addressed in the module. Tests and assignments evaluate the student's understanding of grammar, syntax, morphology, vocabulary, textual criticism, clauses and particles [TLOs 1, 2]. The unseen exam assesses the student's understanding of grammar, syntax, morphology, vocabulary, clauses, textual criticism and lexical semantics [TLOs 2, 3]. And the exegetical assignment provides students with the opportunity to apply their knowledge of textual criticism, lexical semantics, clauses and particles to discourse analysis [TLO 4].

Assessment: Tests (20%), Unseen Exam (40%), Exegetical Assignment (40%)

Pre-requisite: BL2.2 or demonstration of equivalent Hebrew proficiency

Restrictions: Elective for DipHE and BA (Hons) Theology

BL4.3: Advanced Biblical Hebrew Reading

Module Leader: Eric Ortlund

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module the successful student will be able to:

1. Demonstrate a wide-ranging understanding of Hebrew vocabulary, grammar and syntax.

Skills: The module will call for the successful student to:

2. Translate and comment on set Hebrew prose and poetry texts with appropriate lexical aids, making coherent and detailed grammatical, syntactical and exegetical observations.

Learning, Teaching & Assessment Strategy

Class time will be mostly spent reading aloud and translating [TLO 2]. Students will make comments, as guided by the tutor, on syntactical issues in the text and its literary or poetic dimensions [TLO 2]. There will also be lectures on Hebrew syntax and textual criticism, ancient Hebrew literary conventions, and how these texts can be applied in contemporary ministry settings [TLO 2]. Regular tests on vocabulary and syntax will be given [TLO 1] as well as a final exam which will include an unseen text [TLOs 1, 2]. Students will also produce an exegetical essay which will draw together all of their learning [TLOs 1, 2].

Assessment: Tests (20%), Exegetical Essay (40%), Unseen Exam (40%)

Pre-requisite: BL4.2 or demonstration of equivalent Hebrew proficiency

Restrictions: Elective for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BS5.2 may not be credited at Master's Level

BL4.4: Wisdom Literature

Module Leader: Chris Ansberry

Credit Weighting: 20 credits

Available: 2020-21 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a critical understanding of appropriate ways in which Wisdom Literature can inform Christian theology and ministry;
2. Display coherent and detailed knowledge of some key texts from Wisdom Literature with respect to the shape and function of the book(s).

Skills: The module will call for the successful student to:

3. Identify strengths and weaknesses in major commentaries on the wisdom books (for Hebrew students, this will include critical interaction with their linguistic interpretations).
4. Skilfully interpret a passage from the Wisdom Literature, demonstrating exegetical and hermeneutical nuance;
5. *Hebrew Stream:* Give an interpretation of any part of Proverbs, Job and Ecclesiastes with due attention to historical setting, literary structure and biblical-theological content.

Learning, Teaching & Assessment Strategy

To set the stage for an examination of the Wisdom Literature, introductory lectures will consider the Wisdom Literature within the history of interpretation, recent challenges to the usefulness of the category 'Wisdom Literature', the distinctiveness of the corpus within the Old Testament as well as the nature and distinctive features of Hebrew poetry. Against this backdrop, we will conduct a detailed exegetical and theological investigation of Proverbs, Job and Ecclesiastes, focusing on the content,

movement and distinctive contributions of each document in its ancient Near Eastern and canonical contexts [TLO 2]. And students will hold seminar discussions on significant exegetical and theological issues in each wisdom book [TLOs 2, 3, 4]. In the light of our exegetical and theological treatment of the wisdom books, as well as the Song of Songs, we will reflect on the relationship among the wisdom books, the place of the Wisdom Literature in Old Testament theology and biblical theology, as well as the contribution of the Wisdom Literature to Christian theology and pastoral ministry [TLOs 1, 2, 3].

For the essay, students will produce an exegetical, theological and pastoral analysis of a specific text in the Wisdom Literature [TLOs 1, 2, 3, 4, 5]. For the exam (standard delivery), students will address significant interpretive and theological issues discussed in lectures, seminars and readings [TLOs 1, 2, 3]; in the intensive format, in place of the exam, students will give a presentation in class which will similarly address significant theological and interpretive issues, and will submit the text of that presentation for review and summative assessment [TLOs 1, 2, 3].

Assessment: Standard: Essay (40%), Unseen Exam (60%); Intensive: Essay (55%); Presentation (45%)

Pre-requisite: For Hebrew Stream: BL2.2 or demonstration of equivalent Hebrew proficiency

Restrictions: Elective for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BS5.5 may not be credited at Master's level

BL4.6: The Book of Isaiah

Module Leader: Eric Ortlund

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a detailed knowledge of the structure, genres, and content of the book of Isaiah.

Skills: The module will call for the successful student to:

2. Engage thoughtfully with scholarly study of Isaiah and critical theories about the book;
3. Analyse a portion of the set text for its theological and literary contribution to the book as a whole and evaluate its implications for Christian life and ministry.

Learning, Teaching & Assessment Strategy

Class time will be spent in lectures on Isaiah mixed with time for discussion on focused questions arising from the text [TLOs 1, 3]. For the assessment, students will first submit a creative project demonstrating their understanding of the large-scale structure of Isaiah [TLOs 1, 3]: this can be done in written form; the student can storyboard the book; or some other project can be submitted. Secondly, students will submit a written assignment [TLOs 1, 2]: one example might be an exegetical notebook in which students would pick three or four significant chapters from the Book of Isaiah, discuss exegetical, literary and theological issues within them, provide an outline/structure of the chapter and show how each chapter contributes to the structure of the whole book, as well as quoting from commentaries and other secondary literature on Isaiah. Students with Hebrew will have opportunity to interact with aspects of the Hebrew text of Isaiah.

Assessment: Standard *and* Intensive: Project (45%), Written Assignment (55%)

Restrictions: Elective for DipHE and BA (Hons) Theology

BL4.7: The Psalms

Module Leader: Eric Ortlund

Credit Weighting: 20 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate coherent and detailed knowledge of the Psalms;
2. Show a systematic and advanced understanding of established exegetical techniques used for poetic texts and with issues of theological interpretation including the role of cultural and theological presuppositions.

Skills: The module will call for the successful student to:

3. Engage with secondary literature intelligently and apply it with discernment;
4. Effectively communicate the meaning of a psalm, taking account of its poetic and theological dimensions;
5. *Hebrew stream:* give a competent translation and exegesis of passages from the set text(s) in Hebrew, showing awareness of their literary and biblical-theological context and demonstrating an understanding of Hebrew poetry, grammar and syntax.

Learning, Teaching & Assessment Strategy

Our time will alternate between lecture and class discussion. Introductory lectures will be given on how to interpret Hebrew poetry, psalm genres, the formation and message of the book, and how to interpret them Christologically and apply them in ministry settings [TLOs 1, 2, 3, 4, 5]. Specific psalms will then be explored in class according to their poetic features and theological implications [TLOs 1, 2]. Students will prepare a class presentation on an individual psalm, exploring relevant exegetical and poetic issues in their text [TLOs 1, 2, 3, 4]. Students will also prepare an exegetical notebook on four to five psalms, showing interaction with relevant secondary literature and demonstrating their understanding of the psalms' genre, poetry, theology, Christological and ministry implications [TLOs 1, 2, 3, 4]. For both tasks, Hebrew students must show interaction with their psalms in Hebrew according to the same criteria [TLO 5].

Assessment: Standard *and* Intensive: Reflection on Presentation (Pass/Fail), Exegetical Notebook (100%)

Restrictions: Elective for DipHE and BA (Hons) Theology

BL4.8: Horizons in Luke & Acts

Module Leader: Matthew Sleeman

Credit Weighting: 20 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a systematic and advanced knowledge of Luke's Gospel and Acts;
2. Engage in a coherent and detailed way with Luke-Acts scholarship.

Skills: The module will call for the successful student to:

3. Deploy wisely and in a critically reflective fashion the fruits of biblical scholarship within a narrative-theological reading of the set texts;
4. Effectively communicate and apply their reading of the set texts to at least one contemporary ministerial situation or context.

Learning, Teaching & Assessment Strategy

Weekly or intensive class hours combine lecture-based coverage of Luke and Acts [TLO 1] with seminar groups discussing set readings which are linked to the unfolding coverage of the texts [TLO 2]. (In the case of intensive provision, this will include pre-reading.) Learners build up a blog or reflective diary from these sessions, across the duration of the course, which (in the case of a blog) is shared with others in their seminar groups [TLOs 1, 2, 3]. If in the form of a blog, responding to posts by other group members on their blogs, and to responses provided by others, provides an interactive element to this learning; if in the form of a reflective diary, this interactive element to learning will occur only within the seminar groups. Towards the end of the module, students will produce, display and discuss a research poster, and might be asked to write a short reflection on the experience of displaying it [TLOs 1, 2, 3, 4]. If the course is offered as an intensive, then the poster display will take place over an asynchronous period after the module, with online exchange of comments [TLOs 1, 2, 3, 4].

Assessment: Standard *and* Intensive: Reflective Diary/Blog (60%), Research Poster (40%)

Restrictions: Elective for DipHE and BA (Hons) Theology

BL4.9: John's Gospel & the Johannine Epistles

Module Leader: David Shaw

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a coherent and detailed knowledge of John's Gospel and the Johannine Epistles;
2. Demonstrate significant understanding of the contribution of this literature to Christian theology and ministry.

Skills: The module will call for the successful student to:

3. Interpret biblical texts competently with a view to their theological implications;
4. Effectively communicate and apply the fruits of this exegesis to a non-specialist audience.

Learning, Teaching & Assessment Strategy

Lectures and class discussions will equip students to engage in a critical and integrated fashion with the biblical texts, developing familiarity with their content, significance for Christian theology and historical reception [TLOs 1, 2, 3]. The assessment will require students to produce an essay [TLOs 1, 2, 3] outlining the contribution of these texts to a theological *locus*, and to provide a presentation of that material (e.g. blog post, podcast, animation, or hymnody) designed to share its significance with a non-specialist audience [TLO 4]. The format of the presentation is flexible, allowing for a variety of media to be submitted (text/MP3/MP4).

Assessment: Standard *and* Intensive: Essay (80%), Presentation (20%)

Restrictions: Elective for DipHE and BA (Hons) Theology

BM4.1: Word Ministry II

Module Leader: Tim Ward

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a theologically-informed understanding and critical appreciation of the characteristics of at least one style of word ministry that is culturally different from their own;
2. Demonstrate a contextually sensitive comprehension of the demands and dynamics of some common contexts in which word ministry is practised.

Skills: The module will call for the successful student to:

3. Reflect critically on their inherited assumptions about and practices of word ministry;
4. Show reflective awareness of their current level of experience and ability in a variety of word ministry contexts, and thoughtfulness about how to develop further;
5. Produce a sermon, talk or Bible study for a designated context.

Learning, Teaching & Assessment Strategy

The module begins by introducing students to a range of contemporary preaching and teaching styles from different cultures. Students will read/listen out of class and in-class time will be spent on appreciative analysis and comparative reflection on their own inherited practices [TLO 1]. It then moves to essentially the same activity but now in light of historic preaching and teaching. This will involve some teaching and also some ‘flipped classroom’ work as above with contemporary word ministry [TLOs 1, 3]. The bulk of the rest of the module focuses on the theory and practice of word ministry in a variety of contexts beyond that of the standard sermon. The first is that of evangelism and evangelistic preaching [TLOs 2, 3, 4]. Time will also be spent on: small groups, all-age talks and ‘children’s slots’, children and young people, older people. The module ends with a focus on the spirituality of the word minister, this time dealing with authority, gentleness and perseverance, in order to set an important perspective on the foregoing content [TLO 3].

A journaling assessment requires students to critically reflect on their own inherited context and skills/experience to this point, in order to sharpen their convictions of the need to keep developing as word ministers through this module and beyond college [TLOs 1, 2, 3, 4]. The sermon/talk/Bible study assessment aims to develop skills in areas where a number of students will be inexperienced [TLO 5].

Assessment: Reflective Journal (40%), Text of a Sermon, Talk or Bible Study (60%)

Restrictions: Compulsory for BA (Hons) Theology

BM4.2: Biblical Genre in Word Ministry

Module Leader: Tim Ward

Credit Weighting: 10 credits

Available: (Provisionally) Summer 2022 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a coherent and detailed understanding of some key aspects of the historic and/or contemporary interpretation and use of a selected biblical genre in ministry;
2. Display theologically reflective and contextually sensitive knowledge of some key ways in which the nature and function of that genre should shape its interpretation, use and communication in contemporary ministry.

Skills: The module will call for the successful student to:

3. Analyse and critically assess one example of an historic or contemporary exposition of that genre and its implications for contemporary ministry.

Learning, Teaching & Assessment Strategy

The characteristics, function and theological contribution of at least one genre will be taught through lecture and discussion [TLOs 1, 2]. The study of historical and contemporary interpretation, use and reception will be engaged with in a ‘flipped’ classroom style, through out-of-class reading/listening and

in-class discussions and student-led seminars. The final section on the faithful use of a sample text will be taught in interactive seminars. The assessment is by means of an essay [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Essay (100%)

Restrictions: Elective for DipHE and BA (Hons) Theology

DC4.2: Doctrine of God

Module Leader: Christopher Stead

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate keen comprehension of the necessary interaction between doctrine, tradition, and exegesis in constructing a coherent, biblical doctrine of God;
2. Show a detailed understanding of the classical doctrine of God from a Reformed perspective, its place within historical orthodoxy, and an appreciation for and evaluation of differing theological positions in light of the Bible, the tradition, and doctrinal consequence.

Skills: The module will call for the successful student to:

3. Read carefully, explain, and analyse a primary historical text;
4. Critically evaluate, reflectively apply, and effectively communicate the classical Reformed doctrine of God in light of the pastoral and doxological demands of Christian life and ministry.

Learning, Teaching & Assessment Strategy

The introductory lecture will deal with prolegomenal issues relating to the doctrine of God [TLO 1], before considering the classical account of God's perfection [TLO 2] in conversation with alternate models. We will then move to deal with the development of Trinitarian doctrine, paying close attention to key historical figures and their contribution [TLO 3], before examining several essential attributes and their practical 'uses' [TLO 4]. Class time will be centred around lectures, with opportunity for small group discussion, whole class discussion of pre-lecture readings and a group presentation. The written reflections afford students an opportunity to distil the major contribution of a particular theologian from history, and evaluate that contribution in light of rigorous biblical and theological analysis [working towards TLOs 1, 2, and 3]. In addition to text handling skills, theological analysis, and constructive dogmatics, the exam will test their ability to apply specialist knowledge in doxological and pastoral settings [TLOs 1, 2, 3, 4].

Assessment: Unseen Exam (100%)

Restrictions: Compulsory for BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module DH5.1 may not be credited at Master's Level

DC4.4: A Religious Genealogy of Modern Britain

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a critical understanding of key historical ideas, movements, and individuals in British religious history from 1789 to the present.

Skills: The module will call for the successful student to:

2. Critically engage with primary and secondary sources relevant to a given theme (e.g. secularisation);
3. Critically reflect on how historical trends in modern British religious history impinge upon contemporary ministry contexts.

Learning, Teaching & Assessment Strategy

The module will be built around interactive lectures and seminar-style discussions of key texts. Formal assessment will take the form of an essay that will allow students to explore a chosen aspect of the module in greater depth, requiring them to consult both primary and secondary sources. The essay will also require reflection upon the ways in which the chosen historical subject impinges upon contemporary ministry contexts [TLOs 1, 2, 3].

Assessment: Standard *and* Intensive: Essay (100%)

Restrictions: Elective for DipHE and BA (Hons) Theology

DC4.6: English Puritanism

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2020-21 and Summer 2021

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a coherent understanding of some key events, ideas, and personalities that defined English Puritanism as a sixteenth and seventeenth century historical phenomenon.

Skills: The module will call for the successful student to:

2. Critically engage with early modern English religious texts in their historical and cultural context;
3. Critically apply insights derived from the study of English Puritanism to contemporary ministerial contexts.

Learning, Teaching & Assessment Strategy

The module will combine interactive lectures and seminar-style close-reading of set texts. In addition to secondary literature presenting the historical narrative, students will be assigned key primary source texts drawn from both Puritan authors and their contemporary critics. Assessment will be composed of two components. First, students will keep a reading journal throughout the course, in which they will be prompted to reflect on some of the assigned texts (normally four texts with reflections of c.300-400 words each) [TLOs 2, 3]. Secondly, students will be asked to write a final essay in which they demonstrate a coherent understanding of some of the key events, ideas, and personalities that defined early modern English Puritanism [TLO 1].

Assessment: Standard *and* Intensive: Reading Journal (40%), Essay (60%)

Restrictions: Elective for DipHE and BA (Hons) Theology

DM4.1: Evangelical Public Theology for Mission

Module Leader: Alden McCray

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a detailed and coherent understanding of key doctrinal *loci* underpinning evangelical public theology and their impact on the mission, leadership and theological vision of the local church.

Skills: The module will call for the successful student to:

2. Critically evaluate one topic and its related arguments, assumptions and historical impact on the mission leadership and theological vision of the local church.
3. Clearly articulate their understanding of one topic within evangelical public theology for local church leadership and critically apply that understanding to an ambiguous contemporary context.

Learning, Teaching & Assessment Strategy

After some introductory scene-setting lectures, we will describe, analyse and critique a number of evangelical public theology paradigms. This will be done through lectures, readings and discussion (both plenary and small group). There will be one set text that that will be read and discussed in detail over several weeks. A 3000 word discussion paper will comprise the summative assessment: although individually authored, this will be developed in collaboration with other students dealing with similar topics and in conversation with at least one church leader and, informally, with the module tutor [TLOs 1, 2, 3]. After the assessment deadline, students will present a summary of their topic to the class.

Assessment: Position Paper (100%)

Restrictions: Compulsory for BA (Hons) Theology

DM4.2: Cross-Cultural Mission Placement

Module Leader: David Baldwin

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this placement, the successful student will be able to:

1. Reflect theologically on a one-month summer placement, engaging charitably and critically with the biblical, theological, relational and/or cultural approaches to ministry and mission experienced in that context.

Skills: The placement will call for the successful student to:

2. Plan and take part in a one-month ministry placement with due attention to viability, research ethics and other considerations;
3. Critically appraise and assess their own personal and ministerial development in a cross-cultural ministry context, including spiritual strengths and weaknesses.

Learning, Teaching & Assessment Strategy

The student plans and organises an overseas cross-cultural placement in discussion with the Module Leader [TLO 2]. A local supervisor is appointed, with whom the student liaises and interacts before, during and after the placement, most particularly through the supervisor's report [TLOs 1, 3]. In addition to reflecting on his/her experiences and the supervisor's report [TLOs 1, 3], the student writes an essay on a particular aspect of overseas work combining reflective observation with reading around the subject in books, journals and web-based resources [TLOs 1, 2].

Assessment: Experience Portfolio (Pass/Fail), Essay (100%)

Restrictions: Elective for DipHE and BA (Hons) Theology

DM4.3: Global Theology & Practice

Module Leader: Keith Ferdinando

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Give a coherent and detailed description of the teaching of one theologian from a cultural background differing from the student's own.

Skills: The module will call for the successful student to:

2. Analyse a specific example of the establishment of a church cross-culturally;
3. Critically evaluate specific contextualised theology against biblical, historical and systematic theology.

Learning, Teaching & Assessment Strategy

The course will begin with an examination of church and an introduction to contextualization. We will look briefly at historic patterns of church in different cultures, considering their relationship to scripture and culture. Examples of establishing churches cross-culturally will be examined, with contributions from one or two contemporary practitioners and discussion of some contemporary approaches to church planting and establishment. There will be consideration of theological development in some Asian, African and Latin American cultures [TLOs 2, 3] and an opportunity for students to carry out an in-depth analysis of one theologian from such a context [TLOs 1, 3].

Assessment: Standard *and* Intensive: Presentation (45%), Analysis of a Church Establishment (55%)

Restrictions: Elective for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module DW5.2 may not be credited at Master's Level

DM4.8: Spiritual Formation in the Reformed Tradition

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2020-21 and (provisionally) Summer 2022

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate detailed knowledge of some ways in which the Reformed tradition has historically approached spiritual formation and discipleship;
2. Understand the assumptions that inform historical approaches to spiritual growth and how those assumptions might impinge upon contemporary personal spiritual growth and ministerial appropriation of the same.

Skills: The module will call for the successful student to:

3. Critically apply historical knowledge and sources to self and to contemporary ministerial contexts.

Learning, Teaching & Assessment Strategy

This course will integrate interactive lectures, seminar-style close readings, and student-led presentations. Students will read key primary and secondary texts. Assessment will involve students selecting one figure from within the Reformed tradition and exploring his/her approach to Christian spirituality in greater depth. To this end, students will first keep a reading journal throughout the course, in which they will be prompted to reflect on some of the assigned texts (normally four reflections of c. 300-400 words each) [TLOs 2, 3]. Secondly, students will be asked to write a final essay

in which they demonstrate a coherent understanding of some of the historical and theological dynamics emerging from their study of Reformed approaches to spiritual formation [TLOs 1].

Assessment: Standard *and* Intensive: Reading Journal (40%), Essay (60%)

Restrictions: Elective for DipHE and BA (Hons) Theology

MP4.2: Pastoral Ministry II

Module Leaders: Steve Midgley, Andrew Nicholls, Graham Beynon

Credit Weighting: 10 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a rigorous critical understanding of the way biblical anthropology and ecclesiology can inform a pastoral ministry which addresses the complexities and ambiguities of church life.

Skills: The module will call for the successful student to:

2. Articulate and reflect critically on safe, biblically-informed responses to both standard and more ambiguous pastoral and practical difficulties faced by church leaders.

Learning, Teaching & Assessment Strategy

Lectures and selected pre-reading will allow students to consider some of the different ways in which church communities organise their pastoral care. Class discussion will explore the extent to which these approaches reflect ecclesiological and anthropological assumptions [TLO 1]. Through a mix of extended case studies and/or student presentations a range of common and complex situations will be explored, reinforcing principles of safe practice, and confronting both the limitations and ambiguities inherent in real church life. Indicative topic headings include depression, marriage and sexuality, crisis management, as well as terminal illness and bereavement [TLO 2]. The exam will test candidates' ability to plan a response to a similar, unseen case study [TLOs 1, 2].

Assessment: Written Exam (100%)

Restrictions: Compulsory for BA (Hons) Theology

MP4.3: Advanced Christian Leadership

Module Leader: Johnny Jukes

Credit Weighting: 20 credits

Available: 2020-21, Summer 2021 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a robust, coherent, theologically-informed and culturally reflective understanding of self in relation to models, dynamics and demands of leadership.

Skills: The module will call for the successful student to:

2. Reflect critically on and write an articulate, theologically-informed account of personal leadership in relation to complex church and/or mission contextual challenges;
3. Skilfully construct some indicative training materials suitable for use with respect to an aspect of church or parachurch life (e.g., discipleship, evangelism, small groups, change).

Learning, Teaching & Assessment Strategy

A combination of lectures, set readings, online resources, guided reflection, case studies, role plays and discussion will lead the student through theoretical, biblical, practical and personal aspects of secular and Christian leadership [TLOs 1, 2]. A written reflection will be shared in seminar groups and receive formative feedback [TLOs 1, 2]. This will build toward the construction of both a written personal philosophy of ministry [TLOs 1, 2] and the construction of a practical ministry tool [TLOs 3]. Classes are envisaged as face-to-face, with blended elements, but with possible future expansion into online learning activities and delivery.

Assessment: Standard *and* Intensive: Personal Philosophy (45%), Practical Leadership Project (55%)

Restrictions: Elective for DipHE and BA (Hons) Theology

Research & Projects

RD4.1: BA (Hons)-Level Short Dissertation

Module Leader: Eric Ortlund (Dissertations Coordinator)

Credit Weighting: 20 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a grasp of some of the detail of a specific area, informed in part at least by work at the forefront of the particular discipline.

Skills: The module will call for the successful student to:

2. Acquire knowledge from current research (where it exists), evaluate it, and communicate it independently;
3. Take initiative and responsibility in sustained personal research;
4. Employ appropriate method(s) for producing the dissertation;
5. Sustain argumentation.

Learning, Teaching & Assessment Strategy

After initially meeting with the supervisor to produce a draft research plan, the student will receive another four further hours of supervision. Oral but not written feedback will be given on a draft or drafts of the dissertation. The rest of the student's time will be spent in research and writing. While the supervisor may comment on aspects of the dissertation and suggest further reading, the student's research and writing will demonstrate their critical engagement with primary and/or secondary materials, their understanding of the field of study and the contribution of other disciplines to the topic of study, their originality in the application of knowledge, their use of techniques applicable to their own research, and their ability to formulate a constructive, coherent, well-informed argument [TLOs 1, 2, 3, 4, 5].

Assessment: Dissertation (100%, max. 6000 words)

Restrictions: Elective for BA (Hons) Theology

RD4.2: BA (Hons)-Level Short Project

Module Leader: Eric Ortlund (Dissertations Coordinator)

Credit Weighting: 20 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Demonstrate a grasp of some of the detail of a specific area, informed in part at least by work at the forefront of the particular discipline.

Skills: The module will call for the successful student to:

2. Acquire knowledge from current research (where it exists) and/or from the student's own fieldwork or research, analyse it, evaluate it, and communicate it independently;
3. Take initiative and responsibility in a project of sustained personal research;
4. Employ appropriate method(s) for constructing the project;
5. Explain and justify this method in a methodological commentary;
6. Consolidate material from disparate media and present a conclusion.

Learning, Teaching & Assessment Strategy

After initially meeting with the supervisor to produce a draft research plan, the student will receive another four further hours of supervision. Oral but not written feedback will be given on a draft or drafts of the project. The rest of the student's time will be spent in research and writing. While the supervisor may comment on aspects of the project and suggest further reading, the student's research and writing will demonstrate their critical engagement with primary and secondary materials and/or their own self-generated data, their understanding of the field of study and the contribution of other disciplines to the topic of study, their originality in the application of knowledge, their use of techniques applicable to their own research, and their ability to formulate a constructive, coherent, well-informed argument [TLOs 1, 2, 3, 4, 5, 6].

Assessment: Project (100%, max. 6000 words or agreed equivalent)

Restrictions: Elective for BA (Hons) Theology

RD4.5: Guided Reading: Topics in [...]

Module Leader: Eric Ortlund (Dissertations Coordinator)

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Read, understand, and explain the argument and details of a set text (or texts).

Skills: The module will call for the successful student to:

2. Synthesise, critically evaluate and reflect on the implications (e.g., theological, historical, cultural) of some key information related to the set text (or texts);
3. Reflect upon the implications for reading in a group, alongside or as well as reading as an individual.

Learning, Teaching & Assessment Strategy

The learning, teaching and assessment strategy will vary according to the topic chosen by the module tutor and the texts that are read. It will normally include a written evaluation of key issues in the set text(s) [TLOs 1, 2] and consideration of the effect of reading as a group on their reception of the text(s) in view [TLO 3].

Assessment: Assignments (100%, max. 5000 words total)

Restrictions: Elective for BA (Hons) Theology

Topics for 2020-21

Semester 1 2020-21: Virtue Ethics & the Old Testament (Chris Ansberry)

Semester 2 2020-21: Heppe, *Reformed Dogmatics* (Matt Bingham)

RD4.6: Guided Reading in a Semitic Language

Module Leader: Dependent on Language Chosen

Credit Weighting: 20 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge and Skills: On completion of this module, the successful student will be able to:

1. Read and translate selected texts;
2. Make incisive grammatical, syntactical and theological observations on seen and/or unseen texts.

Learning, Teaching & Assessment Strategy

The module is formed primarily around reading, translating and making theological observations on large sections of the Bible or related Ancient Near Eastern texts (e.g., set texts from the Hebrew Bible; Aramaic texts from Daniel, Ezra or the Targums; other possibilities including the Peshitta, Dead Sea Scrolls, etc.) in ONE of the following Semitic languages: Hebrew, Aramaic, Syriac or Ugaritic. The list of texts will be reconsidered each time the module is taught, and will vary depending on the language and/or the chosen texts. Class contact hours will be spent discussing these texts and/or translating and analysing the grammar and syntax of the texts, as well as reflecting theologically upon their content. And the exams will assess the student's ability to translate as well as to make incisive grammatical, syntactical and theological observations on both seen and unseen texts [TLOs 1, 2].

Assessment: Mid-Semester Exam (30%), Final Exam (70%)

Restrictions: Elective for BA (Hons) Theology

Brief Module Information for Master's Level (FHEQ Level 7)

The information presented below is correct at the time of publication (August 2020). Assessment packages and elements of module content occasionally change during the academic year as part of our commitment to enhancement; occasionally, tutor availability may also change. Students will be consulted where appropriate and will be kept fully informed of all changes which affect them. During 2020-21, changes to the teaching and learning strategy of modules may be required in the context of the coronavirus pandemic. For the latest information, please visit the VLE sites for your modules as well as the Covid-19 pages under: Welcome/College Life & Covid-19.

The following is a list of the Master's (Level 7) modules which will be available in 2020-21 and (provisionally) in 2021-22, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹⁸ and any programme restrictions. The modules are listed in alphabetical order, Enhanced BA (Hons)-Level Modules first, and then Specialist Master's-Level Modules second. For more information about which modules are compulsory and which are elective within each Master's-Level programme, as well as for a definition of 'Enhanced BA (Hons)-Level' and 'Specialist Master's-Level' modules, please see pp.24-25 and pp.27-30.

1. Enhanced BA (Hons)-Level Modules

BD5.1: Justification in the Bible & in Christian Doctrine

Module Leaders: Matthew Bingham, Christopher Stead

Credit Weighting: 30 credits

Available: 2020-21 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. Substantial familiarity with, and a sophisticated understanding of, two key biblical texts dealing with the doctrine of justification;
2. An ability to understand and evaluate with rigour and sophistication, using biblical and other material, exegetical and systematic proposals regarding the doctrine of justification, particularly with regard to their theological consequences;
3. An ability to read carefully, explain, analyse, compare and theologically evaluate two major primary non-biblical texts relating to the doctrine of justification;
4. A nuanced awareness of doxological, personal, pastoral, apologetic and social implications of the Christian doctrine of justification in current cultural contexts.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

5. Exegete biblical texts using appropriate critical tools, with rigour and sophistication and with regard to their theological consequences;
6. Critically analyse texts, discern and draw out their theological and philosophical methodologies and assess their contribution to the topic of justification;
7. Analyse complex issues involving the doctrine of justification and construct well-framed and apt responses.

¹⁸ As noted on p.9, the College's programmes have been benchmarked against the UK Credit Frameworks such that 1 academic credit equates to 10 hours of study (shared between class time, pre-class reading, private study and assessment); thus, for example, a 10 credit module should provide you with 100 hours of study; a 20 credit module should provide you with 200 hours; a 30 credit module should provide you with 300 hours; and so on.

Learning, Teaching & Assessment Strategy

The module provides an account of the doctrine of justification which models the integration of theological disciplines. As the shape of the doctrine emerges we engage with its exegetical, historical, pastoral, apologetic, and doxological aspects, developing the skills and knowledge required across the TLOs. Lectures are interspersed with guided readings which highlight areas of ongoing debate and model the knowledge and skills required of TLOs 2, 3, 6 and 7. A class presentation requires a nuanced and sophisticated analysis of the doctrine and its application to contemporary culture [TLOs 4, 7]; a later hand-in of the write up provides space for formative feedback. The book reviews involve evaluation and comparison of different works at a high technical level [TLOs 2, 3, 6]. The unseen exam requires substantial engagement with two biblical texts [TLOs 1, 5], and the ability to critically analyse the guided readings with reference to the whole course content [TLOs 2, 6, 7].

Assessment: Write up of Presentation (25%); Review and Comparison of two Books (35%); Exam (40%)

Restrictions: Elective for MTheol (TPS, TCC), MA and PGDip Theology; not available for the PGCert Theology; may not be taken by students who have previously credited BD4.1 or BD4.2

BS5.2: Advanced Biblical Hebrew Reading

Module Leader: Eric Ortlund

Credit Weighting: 30 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated an ability to:

1. Learn most of the Hebrew words that occur approximately 20x in the Old Testament.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

2. Make grammatical, syntactical and poetical observations on Hebrew texts at an advanced level;
3. Make appropriate text-critical observations on Hebrew texts;
4. Competently translate unseen texts of Hebrew prose and/or poetry with appropriate lexical aids.

Learning, Teaching & Assessment Strategy

Students will be asked to read sections of grammar and articles on the Hebrew language and prepare, in advance of class, the set texts. Lectures on Hebrew poetry, grammar, syntax and text-criticism will be given as necessary, but the bulk of the class hours will focus on reading the Hebrew texts, as well as discussing the key issues. In addition, students will be asked to read aloud portions of the set text to improve both their oral and aural skills. There will be regular vocabulary and grammar tests that are designed to: 1) improve vocabulary acquisition and retention; and 2) advance their understanding of Hebrew grammar and syntax [TLOs 1, 2, 3]. The bulk of the assessment will involve two tests that are focused on translation; analysis of the grammar, syntax, text-critical issues; and, where appropriate the poetry, of a given text. The first of these will be administered mid-way through the term, covering texts assigned up to the mid-term test [TLOs 1, 2, 3]; the second will be the final exam, covering texts from the mid-term test to the end of term, as well one or two unseen texts [TLOs 1, 2, 3, 4].

Assessment: Class Participation/Weekly Vocab Tests (20%); Exegetical Essay (40%); Exam (40%)

Pre-Requisites: HB3.3 (Reading Biblical Hebrew), BL4.2 (Reading Biblical Hebrew) or demonstration of equivalent Hebrew proficiency

Restrictions: Elective for MTheol (TPS, TCC), MA and PGDip Theology; not available for the PGCert Theology; may not be taken by students who have previously credited BS4.2 or BL4.3

BS5.3: The Psalms

Module Leader: Eric Ortlund

Credit Weighting: 30 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated an ability to:

1. Critically analyse important motifs and themes used in the literature discussed, and communicate the distinctive contribution made by the Psalms to biblical theology and pastoral ministry;
2. Critically evaluate a given interpretation of a biblical text within the book of Psalms, demonstrating a sophisticated grasp of liturgical-performative and biblical-theological contexts, as well as appropriate analysis of literary structure.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

3. Effectively communicate the meaning, interpretation and/or the themes of a text from the Psalter, demonstrating appropriate data handling, research skills and critical engagement with a variety of views on the text in question;
4. *Hebrew Stream:* Provide an accurate translation of any poem from the book of Psalms with appropriate vocabulary provision, showing an advanced knowledge of biblical Hebrew vocabulary, grammar, syntax and poetry.

Learning, Teaching & Assessment Strategy

Class time will consist mostly of lectures on select books/texts within the book of the Psalms with special attention to historical, literary and theological issues [TLOs 1, 2, 3]. There will also be lectures/discussions on the contribution of the Psalms to biblical theology and pastoral ministry [TLO 1]. Core historical, literary, theological and other material will be studied by all students together (3-4 hours per week); the class will then split into Hebrew and English tracks for close textual work (a further 1-2 hours per week each); students will be expected to study the set texts in advance of class and be prepared to contribute. One of the assessments will be an exegetical project, which will consist of a written component on a Psalm(s), as well as an oral presentation of up to 50 mins [TLOs 3, 4]. The second assessment will be an unseen exam covering the lectures, discussion and seminars [TLOs 1, 2, 3]. For Hebrew students, the assignments will include consideration of linguistic, grammatical and syntactical issues at an advanced level [TLO 4].

Assessment: Exegetical Project (40%); Final Exam (60%)

Pre-Requisites: (Hebrew Stream): HB3.3 (Reading Biblical Hebrew), BL4.2 (Reading Biblical Hebrew) or demonstration of equivalent Hebrew proficiency

Restrictions: Elective for MTheol (TPS, TCC), MA and PGDip Theology; not available for the PGCert Theology; may not be taken by students who have previously credited BS4.3 or BL4.7

BS5.5: Wisdom Literature

Module Leader: Chris Ansberry

Credit Weighting: 30 credits

Available: 2020-21 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated an ability to:

1. Communicate the wisdom literature's distinctive contributions to biblical theology and pastoral ministry through a nuanced, sophisticated analysis of the development of wisdom thought and motifs beyond the Old Testament canon and within our contemporary context;

2. Describe and critically analyse the assumptions, approaches, and interpretations in major commentaries on the wisdom books from across the methodological spectrum;
3. Interpret any part of Proverbs, Job and Ecclesiastes with advanced consideration of historical setting, literary structure and biblical-theological context.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

4. Critically analyse texts and to discern their underlying epistemological frameworks and theological assumptions;
5. Produce a significant piece of written work demonstrating appropriate data handling, research skills and critical engagement with a variety of views on specific texts;
6. Produce a critical review of two significant introductions to the wisdom literature that operate under different assumptions and employ different methods.

Learning, Teaching & Assessment Strategy

Introductory lectures will focus on the dynamics of Hebrew poetry, the nature and worldview of ancient Near Eastern wisdom literature, as well as the distinctive posture, modes of discourse, and emphases within the wisdom literature of the Old Testament. In the light of this backdrop, we will devote significant attention to the substance, structure, and interpretive issues of Proverbs, Job, Ecclesiastes and Song of Songs. These lecture/discussions will interpret key texts within each book in conversation with other approaches and readings [TLOs 2, 4]. They will also include several seminars on critical texts, all of which are designed to cultivate critical engagement with the assumptions, approaches, and interpretations of others [TLOs 2, 4]. Having explored the individual wisdom books in detail, we will reflect on wisdom influence elsewhere in the canon, the relationship among the wisdom books, and the development of wisdom thought and motifs in the Second Temple period as well as the New Testament. With respect to the book review, students will offer a critical evaluation of the assumptions, methods, and proposals of two significant introductions to the wisdom literature [TLO 6]. As for the essay, students will offer a detailed exegetical (Hebrew or English text) and theological interpretation of a set text from Ecclesiastes, giving specific attention to the text's historical and literary context, genre, structure, substance, theological significance, and contemporary or pastoral value [TLOs 1, 2, 4, 5]. The exam will offer a summative assessment of all of the knowledge areas noted above and will evaluate the students' critical engagement with the various views encountered in their seminar discussions [TLOs 1, 2, 3, 4].

Assessment: Book(s) Review (10%); Essay (40%); Unseen Exam (50%)

Pre-Requisites (Hebrew Stream): HB3.3 (Reading Biblical Hebrew), BL4.2 (Reading Biblical Hebrew) or demonstration of equivalent Hebrew proficiency

Restrictions: Elective for MTheol (TPS, TCC), MA and PGDip Theology; not available for the PGCert Theology; may not be taken by students who have previously credited BS4.4 or BL4.4

BS5.9: General Epistles

Module Leaders: Matthew Sleeman, Steve Walton

Credit Weighting: 30 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. Wide-ranging competence in Greek vocabulary, grammar and syntactical categories, and their use in interpreting Greek New Testament texts;
2. An ability to appraise critically at least one theological theme in one of the set texts, and its significance for the contemporary church, both locally and globally, and in engagement with ethical/pastoral implications;
3. Wide knowledge and comprehension of the contents of the major set texts in English.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

4. Give a competent translation and exegesis of passages from the set texts in Greek, showing awareness of Greek grammar and syntax;
5. Appraise critically the effects of chosen methodologies on shaping exegetical-theological outcomes;
6. Analyse a theological issue or theme with reference to exegesis of a set passage in Greek, within its larger literary and theological contexts, utilising contemporary scholarship appropriately, and thus demonstrating an ability to reason theologically in an integrated manner.

Learning, Teaching & Assessment Strategy

Translational and exegetical classroom sessions with discussion of particular difficulties in the set texts, accompanied by student-led seminars towards the production of exegetical and theological papers [TLOs 1, 2, 5, 6], and classes addressing issues of Greek syntax and grammar. Bible content and Greek vocabulary test(s) [TLOs 1, 3]. Final summative exam, based on the set texts [TLOs 1, 4, 6].

Assessment: Tests (Pass/Fail); Exegetical-Theological Paper (60%); Exam(s) (40%)

Pre-Requisites: GK2.3 (Intermediate Biblical Greek), BL2.1 (Intermediate New Testament Greek) or demonstration of equivalent Greek proficiency

Restrictions: Elective for MTheol (TPS, TCC), MA and PGDip in Theology; not available for the PGCert in Theology; may not be taken by students who have previously credited BS4.9 or BL4.1

DW5.2: Global Theology & Practice

Module Leader: Keith Ferdinando

Credit Weighting: 30 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:

1. Engage critically with the teaching of at least one theologian from a culture different from his/her own and explain that teaching clearly to others;
2. Develop a sophisticated understanding of the factors involved in a specific example of establishing a church in a culture differing from his/her own.
3. Clearly articulate the insights gained from a study of Global Theology into the meaning of Scripture.

Skills: The module will call for the successful student to demonstrate:

4. A sophisticated critical understanding of the nature of the Christian Church in theology and in differing contexts;
5. An ability to intelligently and appropriately apply the Bible in order to answer questions raised by specific worldviews and/or to formulate systematic theology within a specific culture;
6. Their preparedness to engage in cross-cultural ministry leading to the establishment of a church cross-culturally.

Learning, Teaching & Assessment Strategy

The course will begin with an examination of historic patterns of church in different cultures, considering the relationship to scripture and culture [TLO 4]. Examples of establishing churches cross-culturally will be examined, with some practitioners' contributions and an analysis of contemporary missiological concepts [TLOs 2, 6]. There will be an examination of the theological contributions from Asian, African and Latin American cultures and an opportunity for students to carry out an in-depth analysis of one such theologian [TLOs 1, 3]. The final section of the course will look at patterns for establishing churches and appropriate theology within specific contexts [TLOs 5, 6].

Assessment: Seminar Presentation (25%); Preparation of a Creedal Statement (35%); Essay (40%)

Restrictions: Elective for MTheol (TPS only), MA and PGDip Theology; not available for the PGCert Theology; may not be taken by students who have previously credited DM4.3 or DW4.2 (and therefore not available for MTheol in Theology (specialising in TCC))

2. Specialist Master's-Level Modules

BD6.2: Theology in the Old Testament & Today

Module Tutor: Chris Ansberry

Credit Weighting: 30 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. An advanced understanding of major themes in Old Testament theology;
2. An ability to describe and critically analyse key issues in Old Testament theology and present their own views in engagement with primary texts and with critical scholarship;
3. An ability to identify and explain ways in which Old Testament theology contributes to biblical theology and relates to the wider society in which they live.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

4. Present a student seminar on a key work in the discipline of Old Testament theology as well as on the student's research of a particular theme within the Old Testament;
5. Critically analyse primary and secondary texts, to discern their underlying assumptions, and to evaluate their theological implications;
6. Produce a significant piece of written work demonstrating appropriate data handling and research skills and critical engagement with the topic.

Learning, Teaching & Assessment Strategy

Introductory lectures will focus on the history and development of Old Testament theology through key figures and their contributions to the discipline within different eras. In the light of the history and development of the discipline, we will devote significant attention to methodological issues within Old Testament theology, different approaches to the task, and the underlying assumptions that fuel these approaches. In addition, we will reflect on major themes in the Old Testament, describe how these themes are treated within different methodological frameworks, evaluate their contributions to the discipline of Old Testament theology, and discuss the different ways in which Old Testament theology relates to other theological disciplines, namely, biblical theology, systematic theology and ethics. Students will then deliver a presentation that summarises and critically evaluates the substance, methods and assumptions of an assigned Old Testament theology [TLOs 1, 2, 4, 5]; a written review that captures the principle strengths and weaknesses of the Old Testament theology will be submitted following the presentation. The essay will be an extended piece of writing that offers a detailed treatment of a theme within the Old Testament, its contribution to biblical theology or systematic/dogmatic theology and its significance within our contemporary context [TLOs 2, 3, 5, 6].

Assessment: Presentation (20%); Written Submission (20%); Essay (60%)

Restrictions: Elective for MTheol (TPS, TCC), MA, PGDip and PGCert Theology

BD6.4: Hermeneutics, Epistemology & the Knowledge of God

Module Leaders: Chris Ansberry, Kristi Mair, Tim Ward

Credit Weighting: 30 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated an ability to:

1. Using biblical and other material, communicate accessibly to a non-specialist audience important concepts relating to the Christian doctrine of the knowledge of God by human beings in creation, fall and redemption, all with systematic rigour and sophistication;
2. Describe and critically analyse a major challenge to claims about human knowledge of God and the world with reference to its hermeneutical and theological consequences;
3. Show substantial familiarity with, and a sophisticated understanding of, a key biblical text dealing with the knowledge of God, using and critiquing different hermeneutical techniques, and identifying and explaining the role of the author, text and reader in that process.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

4. Present theologically sophisticated ideas in an appropriate and applied way to a specific non-specialist audience;
5. Use and critically analyse interpretive approaches, including discerning their underlying epistemological frameworks and evaluating their theological implications;
6. Analyse complex issues involving epistemology, hermeneutics and the knowledge of God and construct well-framed and apt responses.

Learning, Teaching & Assessment Strategy

After introductory reflections on epistemology and hermeneutics, the module will progress in two movements. The first will establish the theological and epistemological foundations for our hermeneutical explorations. Here we will examine Christian accounts of human knowledge of God and creation in the light of the creator-created distinction, the fall of humanity and redemption, using biblical and other material [TLOs 1, 3, 6]. We will describe and examine key proposals for a sound epistemology in the western tradition [TLOs 2, 5], considering objections to these proposals from Sophism, Scepticism, Nihilism and post-modernism. And we will evaluate the hermeneutical and theological implications of these epistemologies, as well as their objections, using worked examples and scenarios [TLOs 2, 6]. From this theological and epistemological foundation, the second part of the module will focus on hermeneutics in the stricter sense. Here we will describe and examine various hermeneutical approaches, devoting particular attention to their epistemological underpinnings, theological implications, and conception of the relationship among author, text and reader. We will focus on specific hermeneutical issues, such as dual authorship, semiotics, the situated-ness of the reader and the relationship between interpretation and theology. And we will discuss fitting strategies for Christian appropriation of hermeneutical disciplines in order to nurture Christian faith [TLOs 3, 5, 6]. Together, these theological, epistemological and hermeneutical discussions will provide a backdrop for the module assessments. For the seminar paper, students will describe and critically evaluate a major objection to human claims to knowledge, indicating possible well-framed Christian responses to that objection [TLOs 2, 6]. For the exegetical paper, students will explore a passage relating to the knowledge of God but will use and critically evaluate different hermeneutical techniques in doing so [TLOs 3, 5, 6]. And for the event and written account, students will present sophisticated knowledge pertaining to the human knowledge of God to a non-technical audience and provide a critical evaluation of both the presentation and its specific subject matter [TLOs 1, 4].

Assessment: Seminar (30%); Exegesis (30%); Event and Written Account (40%)

Restrictions: Compulsory for MA, PGDip and PGCert Theology; Elective for MTheol Theology (TPS, TCC)

BS6.9: The Theology of the Book of Acts

Module Leader: Matthew Sleeman

Credit Weighting: 30 credits

Available: (Provisionally) 2021-22 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. An advanced and thorough understanding of parts of Scripture (here, specifically, Acts), their relation to the whole, and how to interpret them;
2. An advanced understanding of how the Christian faith, as expressed in Acts, engages with various contemporary ethical and/or pastoral issues;
3. A systematic and advanced understanding of selected doctrines of the Christian faith, as articulated in Acts, and their significance for the contemporary church, both locally and globally; within the scope of the assessment, the successful student will also be able to demonstrate an advanced understanding of how various elements within the study of biblical studies and theology interconnect within Acts.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

4. Critically and reflectively evaluate advanced scholarship on Acts, assessing views and theories and, where appropriate, proposing alternatives; within the scope of the assessment, the student will also demonstrate a practical understanding of how established techniques of research and enquiry within Acts scholarship are used to create and interpret knowledge within the discipline, coupled with an ability to choose the most appropriate techniques for a given task;
5. Evaluate methodologies employed in Acts scholarship and develop appropriate critiques of them; this will involve taking responsibility for their own independent learning, and being able and willing to learn new skills as part of a commitment to lifelong learning;
6. Construct and articulate an integrative, coherent, well-informed, critically-engaged and sustained argument and develop original application of the knowledge and understanding it contains, within the scope of the assessment set;
7. Articulate systematic and creative responses to typical issues arising in Christian theology and ministry, and communicate these responses clearly and appropriately to specialist and non-specialist audiences;
8. Appreciate and deal systematically and creatively with complex issues and make sound judgements, sometimes in the absence of complete data;
9. Reflect critically on their own particular standpoint in relation to Acts as an ancient text with ongoing insights for different audiences.

Learning, Teaching & Assessment Strategy

A series of discursive classroom sessions will provide students with an overview of Acts as a narrative-theological text [TLO 1]. This will be supplemented by set readings which will focus on particular loci within Acts scholarship [TLO 3]. These will lead to group discussion, fostering TLO 4. Coursework essays (leading to student-led class seminar-presentations) will variably facilitate, develop and assess TLOs 2, 3, 4, 5, 6, 7, 8 and 9. Students developing further Greek linguistic skills will receive classes – requiring preparatory work – which will further support TLOs 1 and 5. TLOs 1 and 5 will also be achieved for students developing their appreciation of first-century context, via directed self-reading and reflection. A final exam will draw these elements together, and will assess TLO 1 and further and variably assess TLOs 3, 5, 6, 7, 8 and 9.

Assessment: Seminar 1 (25%); Seminar 2 (25%); Exam (50%)

Restrictions: Elective for MTheol (TPS, TCC), MA, PGDip and PGCert Theology

DW6.1: Christian Theology of World Religions

Module Leader: Dan Strange

Credit Weighting: 30 credits

Available: 2020-21 only

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated an ability to:

1. Identify and explain in detail relevant theological terms within the discipline of the theology of religions;
2. Describe and critically analyse the work of a key theologian within the theology of religions;
3. Analyse foundational doctrinal *loci* underlying current evangelical approaches to the theology of religions, locate and exegete key biblical texts pertaining to other religions, and offer a critical analysis of the religious 'other';
4. Develop a sophisticated understanding of how one's theology of religions affects pastoral ministry in one of the following areas: evangelism/apologetics, contextualisation, inter-faith dialogue and co-belligerence.

Skills: On completion of this module, the successful student will have demonstrated an ability to:

5. Present a student seminar on a key figure in the theology of religions, communicating their findings clearly to a group of their peers;
6. Critically analyse texts and to discern and draw out their underlying theological presuppositions and frameworks;
7. Produce a significant piece of written work demonstrating appropriate data handling and research skills and critical engagement with the topic.

Learning, Teaching & Assessment Strategy

After some introductory lectures, we will read and discuss in class a number of seminal texts in the theology of religions [TLOs 2, 3, 6]. Students will then present a seminar on one scholar within the theology of religions [TLOs 2, 5]. We will then focus in class on developing the constructive theology of religions using some recently published statements as a foundation for class discussion. Finally, we will look at a number of contemporary missiologically based scenarios that might appear in ministry settings [TLO 4]. For the essay, students will offer an extended piece of writing focusing on evangelical approaches to other religions and the impact of these on various pastoral and practical issues [TLOs 3, 4, 7]; the exam will offer a summative assessment of all of the knowledge areas listed above, as well as of students' skills in textual analysis [TLOs 1, 2, 3, 4, 6].

Assessment: Seminar (30%); Essay (40%); Exam (30%)

Restrictions: Either DW6.1 or CW6.2 compulsory for MTheol (TCC); otherwise elective for MTheol (TPS), MA, PGDip and PGCert Theology

Research & Projects

RP6.2: Master's-Level Short Dissertation

Dissertations Coordinator: Eric Ortlund

Credit Weighting: 30 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. A systematic understanding of the topic of study with due regard for the contribution made to, or the light cast upon it by, the various sub-disciplines of theology or other relevant disciplines;
2. Critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. An advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals;
4. Originality in the application of knowledge (not necessarily the creation of new knowledge).

Skills: On completion of this module, the successful student will have demonstrated an ability to:

5. Produce a significant piece of written work demonstrating comprehensive understanding of the techniques applicable to their own research or advanced scholarship;
6. Construct integrative, coherent, well-informed, reflective, sustained theological argument;
7. Where relevant, show a clear understanding of any ethical issues raised by their research and an ability to work within the College's Research Ethics Policy.

Learning, Teaching & Assessment Strategy

After initially meeting with the supervisor to produce a draft research plan, the student will receive another four further hours of supervision. Oral but not written feedback will be given on a draft or drafts of the dissertation. The rest of the student's time will be spent in research and writing. While the supervisor may comment on aspects of the dissertation and suggest further reading, the student's research and writing will demonstrate: their critical engagement with primary and secondary materials; their understanding of the field of study and the contribution of other disciplines to the topic of study; their originality in the application of knowledge; their use of techniques applicable to their own research; and their ability to formulate a constructive, coherent, well-informed argument [TLOs 1, 2, 3, 4, 5, 6]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLO 7].

Assessment: Dissertation (100%, max. 7500 words)

Restrictions: *Either* RP6.4 (Master's-Level Long Dissertation), *or*, RP6.2 (Master's-Level Short Dissertation) *and* RP6.3 (Master's-Level Short Project) compulsory for MTheol (TPS, TCC) and MA Theology; not available for the PGCert or PGDip Theology

RP6.3: Master's-Level Short Project

Dissertations Coordinator: Eric Ortlund

Credit Weighting: 30 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. A systematic understanding of the topic of study with due regard for the contribution made to, or the light cast upon it by, the various sub-disciplines of theology or other relevant disciplines;
2. Critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. An advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals;
4. Originality in the application of knowledge (not necessarily the creation of new knowledge).

Skills: On completion of this module, the successful student will have demonstrated an ability to:

5. Produce a significant piece of written work demonstrating comprehensive understanding of the techniques applicable to their own research or advanced scholarship; for the Short Project, this will include a commentary upon the methodologies chosen for constructing the research;
6. Construct integrative, coherent, well-informed, reflective, sustained theological argument;

7. Where relevant, show a clear understanding of any ethical issues raised by their research and an ability to work within the College's Research Ethics Policy.

Learning, Teaching & Assessment Strategy

After initially meeting with the supervisor to produce a draft research plan, the student will receive another four further hours of supervision. Oral but not written feedback will be given on a draft or drafts of the project. The rest of the student's time will be spent in research and writing. While the supervisor may comment on aspects of the project and suggest further reading, the student's research and writing will demonstrate: their critical engagement with primary and secondary materials; their understanding of the field of study and the contribution of other disciplines to the topic of study; their originality in the application of knowledge; their use of techniques applicable to their own research; their selection of and commentary upon appropriate methodologies for constructing the project; and their ability to formulate a constructive, coherent, well-informed argument [TLOs 1, 2, 3, 4, 5, 6]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLO 7].

Assessment: Project (100%, max. 7500 words or agreed equivalent)

Restrictions: *Either* RP6.4 (Master's-Level Long Dissertation), *or*, RP6.2 (Master's-Level Short Dissertation) *and* RP6.3 (Master's-Level Short Project) compulsory for MTheol (TPS, TCC) and MA Theology; not available for the PGCert or PGDip Theology

RP6.4: Master's-Level Long Dissertation

Dissertations Coordinator: Eric Ortlund

Credit Weighting: 60 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. A systematic understanding of the topic of study with due regard for the contribution made to, or the light cast upon it by, the various sub-disciplines of theology or other relevant disciplines;
2. Critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. An advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals;
4. Originality in the application of knowledge (not necessarily the creation of new knowledge).

Skills: On completion of this module, the successful student will have demonstrated an ability to:

5. Produce a significant piece of written work demonstrating comprehensive understanding of the techniques applicable to their own research or advanced scholarship;
6. Construct integrative, coherent, well-informed, reflective, sustained theological argument;
7. Where relevant, show a clear understanding of any ethical issues raised by their research and an ability to work within the College's Research Ethics Policy.

Learning, Teaching & Assessment Strategy

After initially meeting with the supervisor to produce a draft research plan, the student will receive another four further hours of supervision. Oral but not written feedback will be given on a draft or drafts of the dissertation. The rest of the student's time will be spent in research and writing. While the supervisor may comment on aspects of the dissertation and suggest further reading, the student's research and writing will demonstrate: their critical engagement with primary and secondary materials; their understanding of the field of study and the contribution of other disciplines to the topic of study; their originality in the application of knowledge; their use of techniques applicable to their own research; and their ability to formulate a constructive, coherent, well-informed argument

[TLOs 1, 2, 3, 4, 5, 6]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLO 7].

Assessment: Dissertation (100%, max. 15000 words)

Restrictions: *Either* RP6.4 (Master's-Level Long Dissertation), *or*, RP6.2 (Master's-Level Short Dissertation) *and* RP6.3 (Master's-Level Short Project) compulsory for MTheol (TPS, TCC) and MA Theology; not available for the PGCert or PGDip Theology

RP6.6: Master's-Level Independent Research Project

Dissertations Coordinator: Eric Ortlund

Credit Weighting: 30 credits

Available: 2020-21 and 2021-22

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will have demonstrated:

1. A systematic understanding of the topic of study with due regard for the contribution made to, or the light cast upon it by, the various sub-disciplines of theology or other relevant disciplines;
2. Critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. An advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals;
4. Originality in the application of knowledge (not necessarily the creation of new knowledge).

Skills: On completion of this module, the successful student will have demonstrated an ability to:

5. Produce a significant piece of written work demonstrating comprehensive understanding of the techniques applicable to their own research or advanced scholarship; depending on the nature of the research, this may include a commentary upon the methodologies chosen for constructing the project;
6. Construct integrative, coherent, well-informed, reflective, sustained theological argument;
7. Where relevant, show a clear understanding of any ethical issues raised by their research and an ability to work within the College's Research Ethics Policy.

Learning, Teaching & Assessment Strategy

After initially meeting with the supervisor to produce a draft research plan, the student will receive another four further hours of supervision. Oral but not written feedback will be given on a draft or drafts of the work. The rest of the student's time will be spent in research and writing. While the supervisor may comment on aspects of the work and suggest further reading, the student's research and writing will demonstrate: their critical engagement with primary and secondary materials; their understanding of the field of study and the contribution of other disciplines to the topic of study; their originality in the application of knowledge; their use of techniques applicable to their own research; depending on the nature of the research, their selection of and commentary upon appropriate methodologies for constructing the project; and their ability to formulate a constructive, coherent, well-informed argument [TLOs 1, 2, 3, 4, 5, 6]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLOs 7].

Assessment: Dissertation or Project (100%, max. 7500 words)

Restrictions: Elective for PGDip and PGCert only; not available for MTheol (TPS, TCC) or MA Theology

RP6.7: Master's-Level Guided Reading

Module Tutor: Dependent on Topic Chosen

Credit Weighting: 30 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge & Skills: On completion of this module, the successful student will have demonstrated an ability to:

1. Read, understand, and explain the flow of argument and details of a set range of readings at an advanced level;
2. Evaluate and synthesise information from these readings and apply them in an appropriate, judicious and integrated manner to a contemporary pastoral setting.

Learning, Teaching & Assessment Strategy

The class contact hours are spent discussing these texts and the issues they raise, with an eye on their use of Scripture and their pastoral applications. The bulk of the study hours will consist of independent reading of the set texts. The balance of contact time to other study time will vary depending on the needs of the student and how many students are taking this module at one time [TLOs 1, 2]. The assessment consists of essays based on the stipulated readings; where appropriate the assignments may also be informed by other works consulted on the student's own initiative and their wider exploration of the subject (max. total of 7,500 words). The number of essays (no more than three individual essays) will depend on the readings.

Assessment: Essays (up to three, no more than 7500 words total)

Restrictions: 'Taught' Elective for MTheol (TPS, TCC), MA, PGDip and PGCert Theology by agreement with the Director of Postgraduate Studies and the proposed tutor; if the student is also taking RP6.2, RP6.3, RP6.4 or RP6.6, the study area must be sufficiently different from the dissertation/project topic as judged by the Faculty; students may not normally take RP6.7 and RP6.8 together

RP6.8: Master's-Level Guided Reading in a Biblical Language

Module Tutor: Dependent on Language Chosen

Credit Weighting: 30 credits

Available: 2020-21 and (provisionally) 2021-22

Threshold Learning Outcomes

Knowledge & Skills: On completion of this module, the successful student will have demonstrated an ability to:

1. Make grammatical, syntactical and, where relevant, poetical observations on selected texts at an advanced level from one of the biblical languages;
2. Make appropriate and insightful literary and/or theological observations on larger sections of texts;
3. Translate unseen texts of prose and/or poetry with appropriate lexical aids.

Learning, Teaching & Assessment Strategy

Class time will consist mostly of discussion on the set texts and any linguistic issues, which students will be asked to prepare in advance of class. The bulk of the study hours will consist of independent reading of set texts and independent study of the chosen biblical language. Students may be asked to read sections of grammars and other readings related to the chosen biblical language. The assessment will consist of two tests that are focused on translation, as well as some or all of the following: grammar, syntax, literary features, poetry and theology. The first of these tests will be administered approximately half-way through the semester, covering texts assigned up to the mid-semester test;

the second will be the final exam, and will cover assigned texts throughout the semester, as well some unseen texts [TLOs 1, 2, 3].

Assessment: Mid-Semester Test (30%); Final Exam (70%)

Restrictions: 'Taught' Elective for MTheol (TPS, TCC), MA, PGDip and PGCert Theology by agreement with the Director of Postgraduate Studies and the proposed tutor; students may not normally take RP6.7 and RP6.8 together